

MICHIGAN ADULT EDUCATION REPORTING SYSTEM (MAERS)

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Welcome to
Michigan Adult Education
Training System

Background Information

OVERVIEW OF THE NRS

The National Reporting System (NRS) was created during the 1990's to demonstrate the impact of Adult Education programs on their client population. Title II of the Workforce Investment Act included provisions for the Adult Education and Family Literacy Act. It was under WIA that the NRS became the vehicle to meet mandatory federal reporting requirements.

The requirements of WIA, the consensus among the stakeholders and the need for uniform valid and reliable data were major factors guiding the development of the NRS. Other factors included the need to accommodate the diversity of the adult education delivery system and the need for compatibility of definitions with related adult education and training programs.

The NRS accomplishes these goals through a series of core and secondary measures.

The **Core** measures apply to students who receive 12 hours or more of instruction and include:

Outcome measures – which include

- Educational gain
- Entered employment
- Retained employment
- Receipt of secondary school diploma
- Receipt of GED
- Placement in post secondary education or training

Descriptive measures – which include

- Student demographics
 - Ethnicity
 - Gender
 - Age
- Reasons for attending and
- Student status
 - Labor Force
 - Public Assistance
 - Rural residency
 - Disability
 - Main and secondary reasons for attending

Participation measures – which include

- Contact hours received
- Enrollment in instructional programs

The **Secondary** measures include:

OVERVIEW OF NRS

Employment – additional measure of reduction in public assistance

Work-Based Project Learner – achievement of goal

Community

- Citizenship skills

- Voting behavior

- Involvement in community activities

Family

- Involvement in children's education

- Involvement in children's literacy-related activities

Student status

- Low income status

- Displaced homemaker

- Single parent

- Dislocated worker

- Learning disabled adult

Educational gain is the first core measure and all students who receive 12 hours, or more, of instruction are included. The measure is taken by comparing the educational functioning level at the time of enrollment with the educational functioning level at the time of the exit. When multiple modules of the test are given, educational gain is measured using the lowest module level on the pre-test against the lowest module level on the post-test without consideration for the subject matter. Therefore, it is recommended that only test results for the areas which will be included in the instruction be included in the pre-and post-test. All module scores can be reported in a progress test record. A progress test can be reported on the same date as a pre- or post-test, so can be used to record complete results of an assessment.

The remaining core measures are reported as follow-up measures collected during the participation or at a later date. These measures apply only to students who enter the program with goals related to these measures.

The Secondary measures are not required by the NRS but Michigan has elected to provide the ability to collect them. It is very important to distinguish between secondary measures (information about students), which we will be collecting, and secondary goals (outcomes a student wants to accomplish as a result of instruction received). There **is no relationship** between secondary goals and secondary measures. Secondary measures are collected. A second goal for the student is optional.

OVERVIEW OF OSMIS

The One-Stop Management Information System (OSMIS) in Michigan has numerous components. The key features of the system are:

- each component uses a single applicant record which ties all of the information about a person together;

- it is an Internet based system which can be accessed from any site that has Internet access;

- it is secure since it requires a log-on process to see the data;

- data is only displayed to users who have been granted permission to see and use the information;

- it is flexible so that modules and features can be added quickly and easily;

- duplicate data entry is reduced whenever and wherever possible; and

- information is available immediately after data entry.

The current components of the OSMIS are:

- Mediated Services(MS)– this is the Employment Service in Michigan. Individuals who are seeking work can receive specialized services through MS from trained staff.

- Welfare Reform – individuals receiving Temporary Assistance to Needy Families are required to register and seek work as a condition of receiving benefits. This portion of the system tracks the participation of these individuals.

- Workforce Investment Act (WIA) – individuals in need of training or other job finding skills participate in WIA-funded activities. This portion of the system tracks the participation of these individuals.

- Individual Service Strategy (ISS) - this component contains information regarding the services and activities that are planned for an individual and those services and activities that an individual has received. It is an optional feature of the system that many staff members can access when needed.

- Case Notes – this component contains information about a customer that is shared with most staff who are working with the individual.

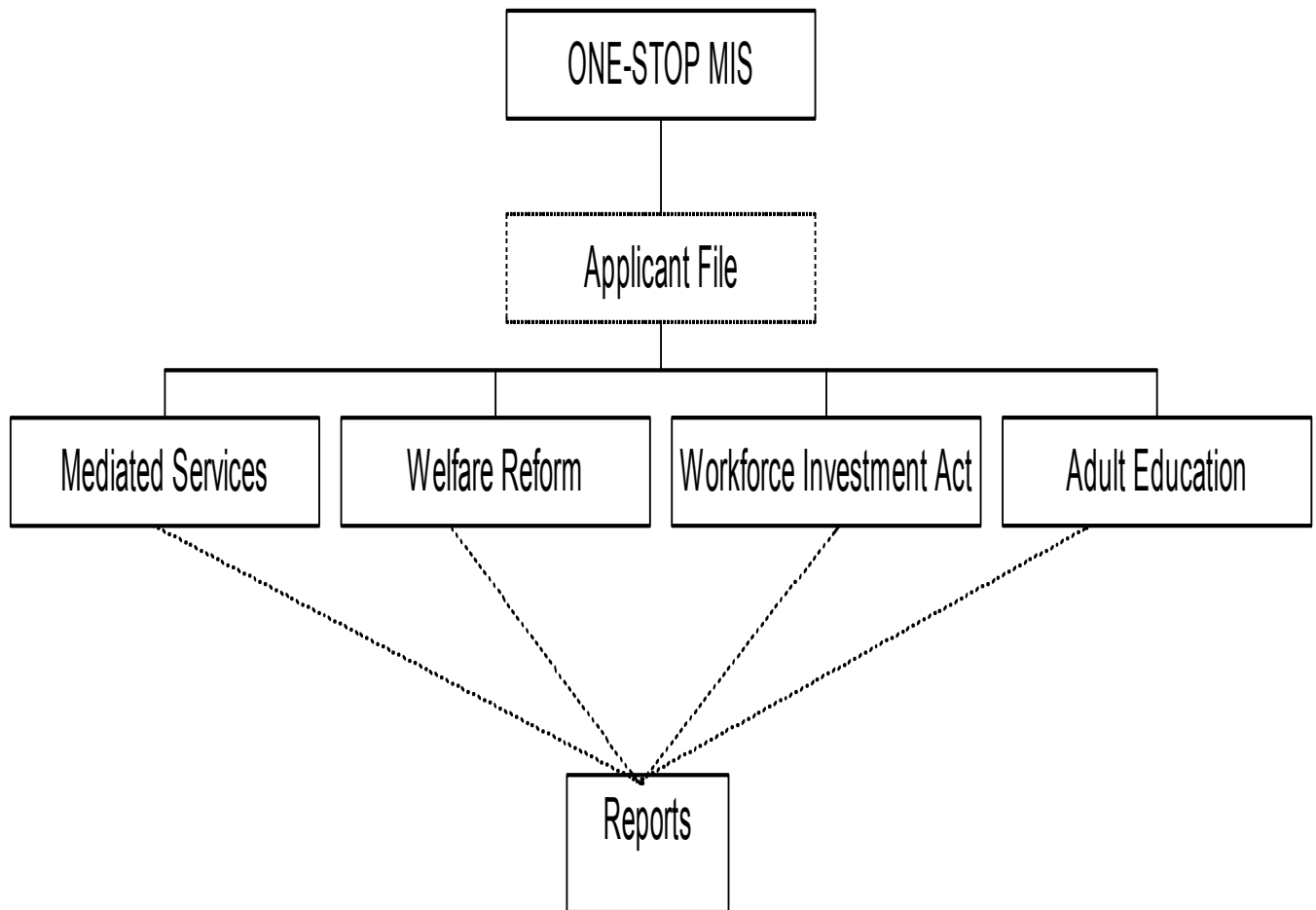
OVERVIEW OF OSMIS

Reports – each segment of the OSMIS has its own set of reports. The reports available to each staff member are based upon the access rights assigned to the staff class.

The chart on the following page displays the relationship of the various components to each other and the OSMIS as a whole

OVERVIEW OF OSMIS

File Diagram



NATIONAL REPORTING SYSTEM

Eligibility

The NRS does not prescribe who will be enrolled in Adult Education programs. Once the decision has been made to enroll, however, then the NRS tracking and reporting requirements go into effect.

Enrollment

Enrollment is the process used to collect and report information regarding the students who are participating in Adult Education programs. This includes demographics, status, program of enrollment, goals and funding sources used for each student. For NRS reporting purposes, students are only included in the reports after they have attended 12 hours, or more of classroom instruction.

Assessment

Assessment is one vehicle for determining the educational functioning level for students participating in an Adult Education programs. It involves the administration and scoring of a test. The test scores are converted to a nationally defined educational functioning level.

The assessment process continues during the entire participation and ends with determining the educational functioning level at the end of each period of participation. It is a critical piece of the system since educational functioning level is the one core outcome measure that is applicable to all students.

An alternate method for determining EFLs is used for students enrolled in High School Diploma programs. For HSD students the number of credits at entry are used to assign the educational functioning levels.

Functioning Levels

The NRS has defined educational functioning levels for Adult Basic Education, English as a Second Language, High School Diploma and GED. They have also specified the competencies that are used to determine the different functioning levels and the specific tests and test scores that will be used to determine the levels. The level is determined both at the beginning of each participation and also at the end.

Goals

Every student must have a primary goal. Students may also have a second goal. Both primary and second goals are treated the same way for NRS reporting. The goal can be any goal from the list. If the goal is one of the core outcome measures, it will be

NATIONAL REPORTING SYSTEM

included in the mandatory NRS reports. If the goal is other than one of the core outcome measures, it will be included in one of the optional NRS reports, when Michigan begins submitting these tables.

NATIONAL REPORTING SYSTEM

Outcomes

Outcomes can be reported at any time during the enrollment, although most of the information will be obtained as part of the required follow-up. While the goals are limited to one primary and one second goal, all outcomes can be reported.

Exit – End of Year Student Status

When a student has completed their period of participation, an end of year student status is reported. There are three of these statuses. Student completes and plans on returning, student completes and does not plan on returning and student leaves before completion. If the student leaves before completion, a reason for leaving must be specified. It is this end of year status that triggers the follow-up measures.

Follow-up

If the information about outcomes is not entered at the time the end of year student status is posted, a follow-up must be conducted.

Follow-up is required of all students who have a core outcome measure as a goal. The goal can be either primary or a second goal. Students with other goals should also be included in follow-up. If students with these other goals are included in the follow-up, their follow-up results will be included in the optional NRS reports. Information obtained as part of the follow-up is entered into the MAERS system on the Outcomes screen.

For the three outcomes that are employment related, there are very specific time periods when the follow-up must be done. For the others, information can be reported at any time.

MICHIGAN POLICIES TO IMPROVE DATA QUALITY

The NRS gives states some flexibility regarding reporting information about the operation of Adult Education programs. This section contains information regarding some of the decisions that have been reached in Michigan regarding NRS reporting.

Enrollment

A student can be enrolled in only one program of each type at the same time. For example: cannot be enrolled in two ABE programs but can be enrolled in an ABE and an ESL.

For NRS reporting purposes a student must have attended 12 hours of instruction before they are included in the report. The MAERS system will accept information about a student who has attended one hour of instruction. The hours are not reported until the end of the period of participation.

Social Security numbers are required for all students who have an employment-related goal. Regardless of whether the goal is primary or a second goal.

Assessment

Pre- and Post-tests may not be reported for students enrolled in High School Diploma, GED or Work-Based Project Learner programs. Any tests administered to these students must be reported as progress tests.

Beginning January 1, 2001, any student who has an employment-related goal must be assessed using Work Keys, CASAS or SLOSSON.

Assessment tests of the type "other" can only be used for enrollments prior to June 30, 2001.

Educational Functioning Level (EFL)

The Educational Functioning Level at entry is determined by the lowest test score of the test modules entered in MAERS. The EFL at exit is determined by the lowest test score of the test modules entered in MAERS. It is advisable to enter test scores only for areas where instruction will take place.

For High School Diploma the EFL at entry is determined by the percentage of credits previously earned. 0% is assigned a level of High Intermediate Basic Education. Any percentage greater than 0 but lower than 50% is assigned an EFL of Low Secondary Education. Any percentage above 50% is assigned an EFL of High Secondary Education. The process used for determining the EFL at completion is the percentage of credits earned at time of completion.

MICHIGAN POLICIES TO IMPROVE DATA QUALITY

For GED the EFL at entry is determined by calculating the percentage of tests previously passed. 0% is assigned a level of High Intermediate Basic Education. Any percentage greater than 0 but lower than 50% is assigned an EFL of Low Secondary Education. Any percentage above 50% is assigned an EFL of High Secondary Education. The process used to determine the EFL at exit is the percentage of tests passed at time of exit.

Goals

A primary goal is required. Only one primary goal is allowed.

Second goals are optional. If a second goal is entered, however, then follow-up and tracking measures are required. Only one second goal is allowed.

There is no relationship between secondary measures and second goals.

Any goal on the list can be designated as primary. Likewise, any goal on the list can be designated as secondary.

Outcomes

All outcomes can be reported at any time.

All outcomes achieved by a student can be reported.

There are stringent time-frame rules associated with employment-related outcomes.

Michigan will use wage-record information to determine obtaining and retaining employment if these have not been reported through the on-line system.

Outcomes can be reported after the student has exited the program.

Outcomes information reported after the official cut-off date for the NRS report will not be included in the report. (Currently, 8-31 is proposed as the cut-off date)

Students who have not had exit information reported for them by the cut-off date will be exited automatically by the system. The term used to describe this type of exit is "soft exit".

Follow-up

If the information about outcomes is not entered at the time the end of year student status is posted, a follow-up must be conducted.

MICHIGAN POLICIES TO IMPROVE DATA QUALITY

Follow-up is required of all students who have a core outcome measure as a goal. The goal can be either primary or a second goal. A decision has been made to include students with other goals as well as those students with the five core measures. For students with these other goals, their follow-up results will be included in the optional NRS reports. Information obtained as part of the follow-up is entered into the MAERS system on the Outcomes screen.

For the three outcomes that are employment related, there are very specific time periods when the follow-up must be done. For the others, information can be reported at any time.

For this first year of NRS reporting Michigan will follow these procedures:

For non-employment related goals, local programs will enter any information related to outcomes that they discover on the MAERS outcome screen. This information can be entered at any time up until the official reporting cut-off date (currently 8-31). Information obtained after that date can be entered but will not count for the NRS report.

For the employment related goal of obtain a job, local programs may enter the date that the student goes to work. This date will be used to determine the quarter that begins the follow-up clock for the student. If no information is entered by the local program, the wage record system will be used to determine if the goal has been met.

For the other two employment-related goals, the wage record system will be used to determine if the goal has been met. Local programs can enter information on the outcome screen but it will not be used for the NRS report.

The Department of Career Development will conduct an independent survey of students who have core measure goals. The results of the survey will be included in the NRS report as part of the required state validation. Students who have goals that are not core measures will not be included in the statewide survey.

One of the evaluation criteria for each program will be the percentage of students achieving their goals. For Federal programs, this is one of the payment points. It is in everyone's best interest to conduct follow-ups and enter information into MAERS on a timely basis. A Missing Data report is planned which will provide information about which students are missing follow-up, or other information, so that local programs will know who needs to be contacted.

Nondisclosure: Many federal and state laws prohibit the disclosure of student/participant information to unauthorized persons. One such law is the Family

MICHIGAN POLICIES TO IMPROVE DATA QUALITY

and Educational Rights and Privacy Act (FERPA). In common sense terms, no one without legitimate rights to individual records should be allowed access to such records. Any information you maintain on students, whether on paper, in the MAERS, or in local information systems, must be protected against unauthorized access. With respect to the MAERS, appropriate access procedures are in place to ensure that only fiscal agencies, service providers (i.e., information on their specific students only) and state-level administering agency personnel with responsibilities for providing services, or administering programs, have access to student record information. No information that may be linked to an individual is shared with anyone outside of MDCD for a purpose other than the effective management of the program (see “information-sharing” below) **(SRSD in MDE?)**. Similar steps must be taken locally to secure the student information you have on paper and in electronic form.

Information–Sharing: To effectively manage MDCD-administered programs, particularly to individuals receiving services under programs covered by the One-Stop MIS System, information sharing on a limited amount of individual information is necessary. The primary purpose of this information sharing is to eliminate, to the extent possible, multiple records on the same individual. A benefit of this feature is the ability to ensure customers of education and training services are receiving the proper mix of services. In instances where individuals with the same name are entered into any component of the One-Stop MIS System, individual information (name, address, telephone number and program enrollment type – **needs to be verified**) is displayed so that all relevant information is connected to the correct individual. Therefore, adult education students/participants must be informed that such information may be shared with other service providers for this purpose as they enroll in adult education.

Social Security Numbers: Regarding the collection of social security numbers (SSNs) in the MAERS for students/participants with employment-related goals, confidentiality is protected in the following manner. The SSNs are never displayed to, or shared with, anyone outside of state staff directly responsible for adult education or the MAERS. No other MAERS, or One-Stop MIS, system users have access to the data. Once entered by adult education staff, the number is stored in a secure database to be used subsequently for a match to the Unemployment Insurance (UI) Wage Record Database. This match provides the necessary data to determine employment-related outcome measures required by the National Reporting System. Please take the necessary steps to protect the privacy of this data on any paper, or electronic information collection instruments, you may use locally.

Sample Statement: Language consistent with the foregoing policies and constructed to inform students/participants about the use of their personal information follows -

Please be advised that the confidentiality of any information we collect about you is protected by state and federal law and will be used only for the purposes of supporting the services we provide to you and evaluating the effectiveness of the

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program. To guard against the possibility of confusing your records with those of others with the same name, your name, address, telephone number and program enrollment type only may be shared with other staff providing education and training services.

Partnership for Adult Learning (PAL)

Information about students enrolled in PAL will be included in the NRS reports.

Specific rules for reporting PAL enrollments and outcomes will be determined by the MWAs.

Payment points will be determined by the MWAs.

BEGINNING

Step 1

Welcome to MAERS. If you have not used the system before, please begin by practicing on the training site, which is available 24 hours a day, seven days a week. The address is:

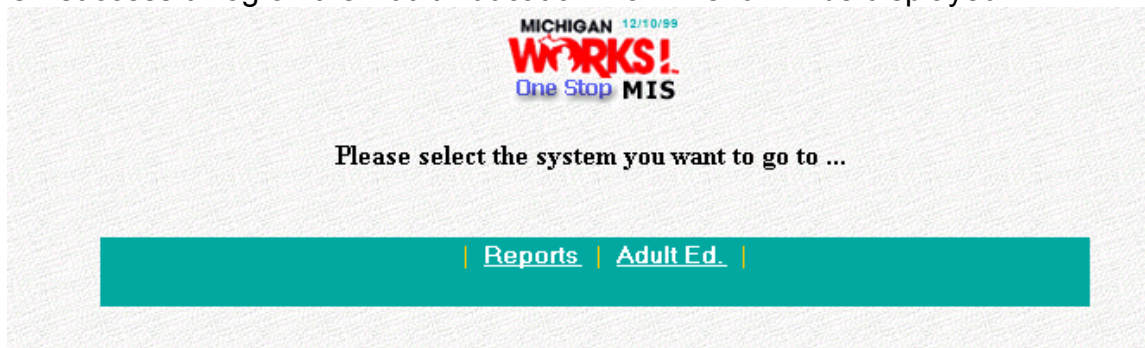
<http://training3.michworks.org>

You must first enter a username and password.

Type **trainae11** for the username and **training** for the password.

NOTE: All trainees will be using the same user name and password so work may change on the training site.

On successful log on the Adult Education Main menu will be displayed.



Selecting Reports will display the Reports options in blue boxes across the top of the screen.



Selecting Adult Education will display the Adult Education options in blue boxes across the top of the screen.



The Main menu items are always displayed in the aqua bar at the top of the screen. The blue Administration item is not used at this time.

BEGINNING

Step 2

Once you have practiced enough so that you are comfortable with the system, log on to the production site. The address is:

<http://services.michworks.org>

You must enter your assigned user name and password on the production site. This name is unique to you and is different than the training name and password.

NOTE: If you forget either your username or password, you can contact the MAERS help desk at (313) 456-3200 or maers@michworks.org

Once you have logged on proceed to select the function you want to perform: Enrollment, Assessment, Outcomes or Reports.

Navigating Through MAERS

1. A red arrow next to a field means that it must be filled in.
2. You can use either the Tab key or the mouse to move through the system.
3. The scroll bar on the right side of the screen allows you to move up and down through the document.
4. The scroll bar at the bottom allows you to move the screen left and right.
5. The cursor does NOT advance automatically.
6. There are two types of field boxes:

A box in which you type information such as last name.

A drop down box where you can:

Type the first letter of the option, or

Click on the arrow to display the list of options.

NOTE: To de-select an option, select the blank line at the top of the list.

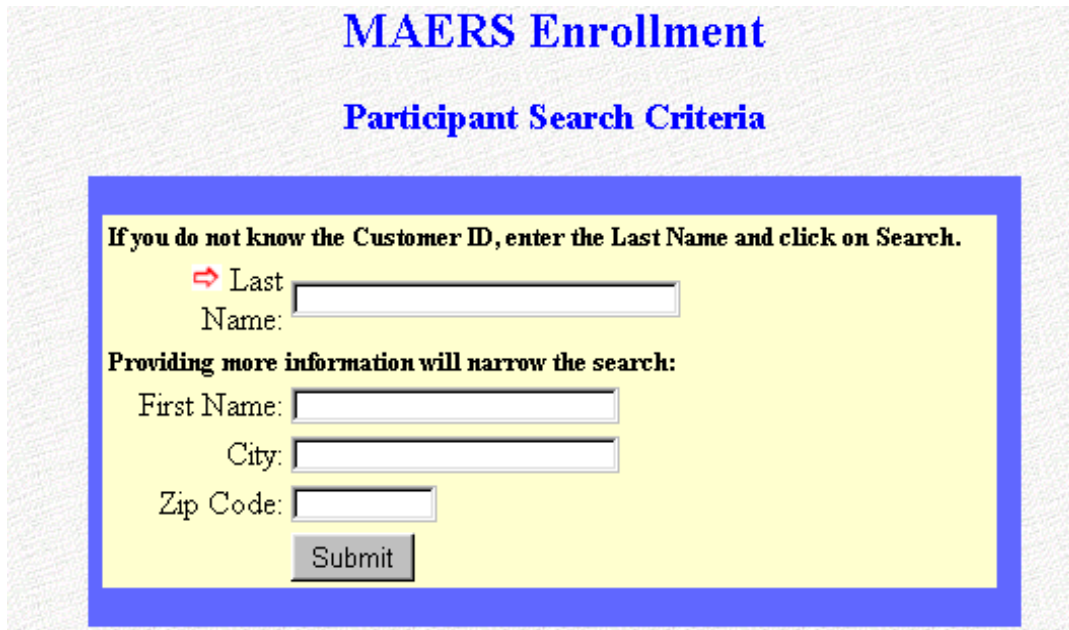
STUDENT SEARCH

Step 1 - Place your cursor on one of the blue function boxes (Enrollment, Assessment or Outcomes). Click on the Enter or Update part of the box when the blue box becomes two red boxes. The Participant Search Criteria screen is displayed.

Step 2 - Participant Search – every time you begin working with a student, you must conduct a participant search. There are three ways to conduct this search:

Method # 1 – Enter the student's last name. The name must be an exact match. There are no wild card searches. Only the last name is required to do a name search. You have the option to enter the first name (match is only performed on first three characters of first name), City or Zip code.

HINT: While City and Zip code appear in the box, we strongly recommend that you NOT use them in your search, since students move and you might miss a student who is already in the system but has a different address.



MAERS Enrollment

Participant Search Criteria

If you do not know the Customer ID, enter the Last Name and click on Search.

⇒ Last Name:

Providing more information will narrow the search:

First Name:

City:

Zip Code:

When you finish typing, click on the Submit button inside the yellow box. The next screen displayed will be the Search Results screen (Step 3).

Method # 2 – Local Student Number. Enter the local, unique number that has been assigned to the student.

NOTE: Be cautious about using this number since it only became a required field for enrollments after 7-1-02.

STUDENT SEARCH

If you know the Local Student Number, enter it below and click on Submit.

⇒ Local Student Number:

When you have entered the number, click on the submit button below the entry box. The next screen displayed will be the Search Results screen (Step 3).

Method # 3 – Customer ID. Enter the Customer ID for the student. This number is generated by the system and consists of the first three letters of the last name, the first two letters of the first name, and the month and day of birth. For example: Samuel Jones born on September 4 would be JONSA0904. Unlike the Local Student Number, the customer ID is not unique. There can be multiple individuals with the same Customer ID.

If you know the Customer ID, enter it below and click on Submit.

⇒ Customer ID:

When you have entered the ID, click on the submit button below the entry box. The next screen displayed will be the Search Results screen (Step 3).

Step 3 –Participant Search Results. The results of your search will be displayed when you click on the Submit button for the search. There are two possible results:

Result #1 – No participant is found matching your search criteria. In this case, the system will return a red message that looks like this:

Participant Search Results

No applicant matches your search criteria in the database.

If you are sure that you have typed the name correctly, and have not included the City or Zip Code in your search, proceed to Step 4. If you included City or Zip code, click on the New Search button and search again without either of those

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STUDENT SEARCH

fields before going on to Step 4. Also, try the other search options to verify that the student is not already in the system.

Result # 2 – A list of participants matching your search criteria is returned.

Participant Search Results

Click on the **Name** column (if a link exists) to update the existing MAERS Enrollment for the customer or to create a new MAERS record.

If the individual you are searching for does not appear, click on **"New Applicant/MAERS Enrollment"** to enter the initial Applicant/MAERS Enrollment record or click on **"New Search"** to conduct a new search.

You searched for customer: **ARCHWAY**, living in , .

Name	Customer ID	Address	City	Phone	Participant History
ARCHWAY COOKIE	ARCCO1114	23424 MARKET STREET	GLADWIN	(517) 426-2992	Yes
ARCHWAY DANIEL	ARCD1107	5345 CAPETOWN LANE	PETOSKEY	(231) 344-4543	No
ARCHWAY HAROLD	ARCHA1109	45343 BEGONIA DRIVE	PETOSKEY	(231) 324-4566	No
ARCHWAY JOHN	ARCJO0207	3453 CONNER ROADQ	PETOSKEY	(231) 453-4545	Yes
ARCHWAY KENNETH	ARCKE0219	4353 PACKMAN DR.	PETOSKEY	(231) 234-4534	No
ARCHWAY MARVIN	ARCM1204	4533 DAISY WAY	PETOSKEY	(231) 324-3234	No
ARCHWAY PAUL	ARCPA1225	23424 EASY STREET	GLADWIN	(517) 234-4325	No
ARCHWAY ROBERT	ARCRO0314	23423 EASY STREET	GLADWIN	(517) 234-3453	No

The columns are:

Name - The names of all the individuals in the central database who meet the search criteria. The underlining and blue color indicate that clicking on the name will take you to another screen.

Customer ID – The customer ID which is automatically created by the system.

Address, City, Phone - The most recent contact information for the participant. It may be different than the one you have in your records, so be careful about saying "this applicant is not my student."

Participant History – A "Yes" in this column signifies that the individual already has a record in MAERS. A "No" means that the individual has participated in one of the other One-Stop programs, but not Adult Education.

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NOTE: Just because there is a “No” doesn’t mean that you should click on the New Applicant/MAERS Enrollment button. The important question is “Is this applicant my student?” If it is, click on the name.

STUDENT SEARCH

If more names are found than can be listed on one page, a “Next Page” button will appear on the bottom of the Search Results page.

When you have checked the results list for your student’s name, proceed to Step 4.

Step 4 - The action you take in Step 4 depends on whether, or not, you have found your student’s name on the list.

Name Not Found – the student wasn’t found either because they have never previously participated in a one-stop program and the “No Applicant Matches” message was displayed, or the student’s name did not appear on the list. Click on the New Applicant/MAERS Enrollment button, near the bottom of the screen.



If you cannot identify your student in the search results list, but are sure that the student is in the system, click on the New Search button and try using an alternate search method such as Customer ID, or Local Student Number.

Name Found on List – Click on the Student’s name and either the Participant History screen (Step 5) or the selected function screen will be displayed. (Proceed to Enrollment, Assessment or Outcomes sections of guide.)

Step 5 - The Participant History Screen shows a record of all the programs in which the student has been enrolled. The upper part of the screen shows:

- Participant’s Name
- Customer ID
- Current Staff – your current logon information
- Current Staff Location

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STUDENT SEARCH

Participant History

NAME: ALBERLINA ADAMS **Current Staff:** LINDA THOMPSON
Customer ID: ADAAL1010 **Current Staff Location:** DETROIT SD

Click on the **Program** to update the Enrollment

Program	Enrollment Date	Status	Exit Date	Exit Reason	Fiscal Agent
Program for the Homeless	11/22/2000	Inactive	06/30/2001	Student Separated Before Completion - System Exit	Lake Fenton Community Schools
Workplace Literacy Program	11/22/2000	Inactive	06/30/2001	Student Separated Before Completion - System Exit	Lake Fenton Community Schools
Family Literacy Program	11/22/2000	Inactive	06/30/2001	Student Separated Before Completion - System Exit	Lake Fenton Community Schools

The second part of the screen is a table containing a list of all of the programs in which the student has been enrolled. It includes current and exited programs. It is arranged in reverse enrollment date order.

Program - Contains the names of the programs in which the student has participated.

Enrollment Date - The date the enrollment occurred.

Status – Shows if the student is still enrolled or has been exited.

Exit Date – the date the student left the program.

Exit Reason – The reason the student left the program. There are three exit reasons. They are:

- Student Completed and Plans to Continue Within 90 Days
- Student Completed and Does Not Plan To Continue
- Student Separated before Completion

NOTE: If the system exited the student , the exit reason will be Student Separated Before Completion – System Exit.

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Fiscal Agency - The name of the Fiscal Agency who enrolled the student.

STUDENT SEARCH

NOTE: You will be able to access records for any student enrolled by your Fiscal Agency. You will not be able to access the records entered by a different Fiscal Agency.

Step 6 – Selection.

If you are working with an enrollment that is on the list, click on the specific item in the Program column.

Click on the F

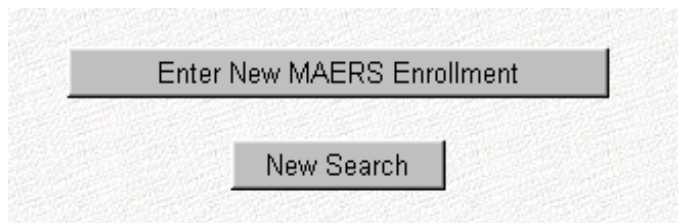
Program	Enrollment Date	Sta
Program for the Homeless	11/22/2000	Inact
Workplace Literacy Program	11/22/2000	Inact
Family Literacy Program	11/22/2000	Inact
Work Based Project Learner	11/22/2000	Inact
GED	11/22/2000	Inact
High School Diploma	11/22/2000	Inact
English as a Second Language	11/22/2000	Inact
Adult Basic Education	11/22/2000	Inact

If you are working with an enrollment that is not on the list, click on the “New” button below the Participant History table. For example, if you are entering a new assessment, the button options would be:



If you are entering a new enrollment, the button options would be:

STUDENT SEARCH



Step 7 - Proceed with the function you came in to do.

ENROLLMENT

Entering Enrollments

Step 1 – Locate student. The first thing that you must do is locate your student. If you have not done this before, please review the section on Student Search.

If your student was not on file in the One-Stop MIS, you will click on the New Applicant/MAERS Enrollment button:



If your student is on file, click on their name. The system will display the Participant History Screen, if the student has a previous record in MAERS. The Enter New Enrollment button is located at the bottom of the Participant History screen:



NOTE: While the two enter boxes look similar, their functions are different, and care **MUST** be taken to use the correct option. The first box creates a new applicant, the second box creates a new enrollment record for an existing applicant.

Step 2 – New Enrollment screen. Regardless of which entry box was clicked, the system will return a new enrollment screen. The information on the screen will be different, depending on the clicked box.

If New Applicant was clicked, the screen will be blank. (Step 3)

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If New Enrollment was clicked, much of the information from the One Stop MIS will be filled in. (Step 4)

Step 3 – The applicant has never been in MAERS before.
ENROLLMENT

Student Information					
Local Student Number			<input type="text"/>		
↪ Last Name	<input type="text"/>	↪ First Name	<input type="text"/>	MI	<input type="text"/>
Address	<input type="text"/>	City	<input type="text"/>	State	<input type="text"/> Zip <input type="text"/>
No Address	<input type="checkbox"/>				
Phone	<input type="text"/>	Ext.	<input type="text"/>	County	
Alt. Phone	<input type="text"/>	Alt. Ext.	<input type="text"/>		

Local Student Number – Required for enrollments after 7-1-02. This is a locally assigned 4-10 character field that is unique to each student within a Fiscal Agent.

NOTE: For bridge students enrolled prior to 7-1-02, the Missing Data Report will contain an entry if the Local Student Number has not been completed.

Last Name – Required

First Name – Required

Middle Initial – Not Required

Address – Required unless “No Address” box is checked

City - Required unless “No Address” box is checked

EDIT RULE: City must be spelled out. Mt. Pleasant is Mount Pleasant. If it is not spelled out, an Invalid City Zip Code error is displayed.

State - Required unless “No Address” box is checked

Zip Code - Required unless “No Address” box is checked

No Address – Required if Address, City, State and Zip Code are blank

EDIT RULE: Fatal error if No Address is checked but information is present in Address, City, State and Zip Code.

Phone – Not Required

MICHIGAN ADULT EDUCATION
REPORTING SYSTEM (MAERS)

Phone Extension – Not Required

County – Required. System generated based on Zip Code. If more than one county is associated with the zip code, a pick list is provided after the initial submit. If “No Address” is checked, “Other” is inserted in the County field.

ENROLLMENT

Alternate Phone – Not Required

Alternate Extension – Not Required

Personal Information

⇒ Date of Birth - - (mm/dd/yyyy)

⇒ Place of Birth

⇒ Sex

⇒ Race:

Diploma/GED Status at Entry:

Date of Birth – Required

Place of birth – Required

HINT: This should be something meaningful such as City of birth.

Sex – Required

Race – Required. Only one selection allowed. Options are:

American Indian/Alaska Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian Other Pacific Islander

White

NOTE: For a complete explanation of who is included in each category, see NRS Guidelines.

Diploma/GED Status at Entry – Required for enrollments for PY 2002-2003.

Options are:

Has GED

Has High School Diploma

Has neither GED nor High School Diploma

MICHIGAN ADULT EDUCATION
REPORTING SYSTEM (MAERS)

NOTE: For bridge students enrolled prior to 7-1-02, the Missing Data Report will contain an entry if the Diploma/GED item has not been completed.

ENROLLMENT

Student Entry Status

⇒ Labor Status:	<input type="text"/>
Receiving Public Assistance:	<input type="text"/>
Disabled:	<input type="text"/>
Living in a Rural Area:	<input type="text"/>
Low Income:	<input type="text"/>
Displaced Homemaker:	<input type="text"/>
Single Parent:	<input type="text"/>
Dislocated Worker:	<input type="text"/>

Labor Status – Required. Options are:

Employed

Unemployed

Not In Labor Force – this is used when the person is not looking for work.

NOTE: If Not In Labor Force is checked, no employment outcomes will count for the NRS reports.

Special Characteristics – Optional entries. Your local Fiscal Agent will determine if these items will be collected, or not.

ENROLLMENT

Program Characteristics

Adult Learner Plan on File:

⇒ Program Enrollment:

⇒ Program Year:

⇒ Funding Source:
Federal Adult Education and Family Literacy
Other Funding Source - AE

⇒ Date of Enrollment: - -

Adult Learner Plan on File - Optional for 107 programs. Required for Federal or PAL.
Options are:

Yes
No

EDIT RULE: While a response is required for Federal and PAL funded programs, the response may be "No". If the response is "No", a warning message will be displayed.

Program Enrollment – Required. Options are:

Adult Basic Education
English as a Second Language
High School Diploma
GED
Work Based Project Learner
Family Literacy Program
Workplace Literacy Program
Program for the Homeless

NOTE: Work Based Project Learner programs are limited to 12-30 hours. No pre or post tests are allowed and no EFL's are calculated.

EDIT RULE: Only one program enrollment of each type may be active at any one time. Student can have more than one active enrollment, as long as the program is different.

ENROLLMENT

EDIT RULE: If Program Type is PAL Workforce Readiness (Employer Match), Program Enrollment must be Workplace Literacy.

Program year – Required. Options will change depending on date.

From September 1 to March 31 will only have current Program Year (PY) available.

From April 1 to August 31 will have the PY ending 6-30 and the PY beginning on 7-1 of the calendar year available. This is to accommodate late entry of data from the previous PY and the “Bridge” option. The bridge option is used for students who begin their instruction late in the PY, who will be attending classes throughout the summer. Use of the bridge option delays measuring a student’s educational gains until the upcoming PY. (See Policy section for restrictions on using this feature.)

NOTE: Can enter enrollments for prior PY until August 31st cut-off date.

EDIT RULE: If upcoming PY is selected but student is exited prior to 6-30, the system will change the upcoming PY to current PY.

EDIT RULE: The enrollment date must be included in the time frame of the PY.
Example: can’t select July, 2002 and PY 2001-2002 (July 1, 2001-June 30, 2002).

Funding Source – Required. Options are:

State School Aid –107
Federal Adult Education and Family Literacy
Other
Partnership For Adult Learning

HINT: To select more than one funding source, place the cursor on the first item and click, then place the cursor on the second item and hold down the control key while clicking.

EDIT RULE: PAL cannot be combined with any other funding source.

MICHIGAN ADULT EDUCATION
REPORTING SYSTEM (MAERS)

EDIT RULE: Only funding sources authorized for the Fiscal Agent the logged on staff person is attached to will be displayed.

EDIT RULE: If program of enrollment is Work Based Project Learner, no funding source which includes 107 is allowed.

ENROLLMENT

EDIT RULE: "Other" funding source may be used by all Fiscal Agents
ENROLLMENT

EDIT RULE: The same funding source may be used for multiple enrollments, as long as the program is different.

Date of Enrollment – Required. Must be within the allowable range of the PY selected.

EDIT RULE: Once the record is submitted, this date cannot be changed locally. If change is needed an email request must be submitted to MAERS@michworks.org (see Updating Enrollment for further instructions.)

High School Diploma:	# of Credits Previously Earned	<input type="text"/>
	# of Credits Required for Completion	<input type="text"/>
GED:	# of Actual Tests Previously Passed (Not used for EFLs as of 7/1/2002)	<input type="text"/>
	# of Practice Tests Previously Passed (Not used for EFLs)	<input type="text"/>
OSSID	<input type="text"/>	

High School Diploma – Required if Program Enrollment is High School Diploma. Not permitted if Program Enrollment is other than HSD.

Enter the number of Credits Previously Earned. Format is nnn.nn with numbers between 000.00 and 999.00.

Enter the number of Credits Required for Completion. Format is nnn.nn with numbers between 000.00 and 999.00.

NOTE: Divide the Number of Credits Previously Earned by the Number of Credits Required for Completion. Use the resulting percent to calculate the beginning EFL. (See Assessment section for description of beginning EFLs.)

MICHIGAN ADULT EDUCATION
REPORTING SYSTEM (MAERS)

EDIT RULE: Display the resulting percent as Program Entry % on the Outcomes screen.

GED –Not Required
ENROLLMENT

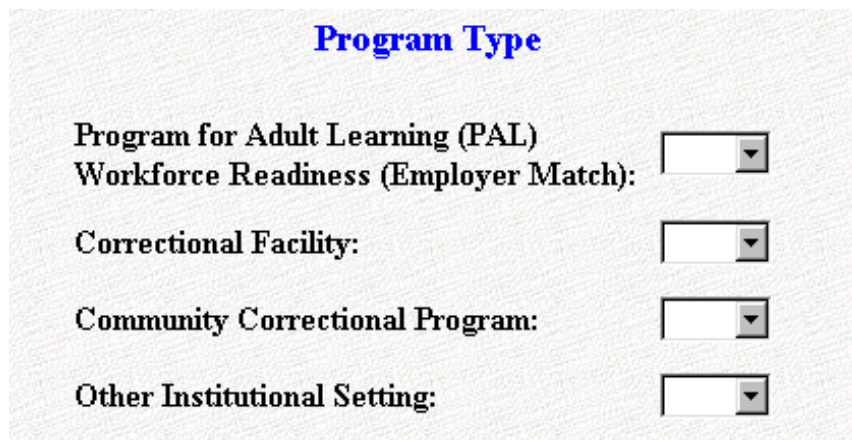
Number of Actual Tests Previously Passed. Format is n with numbers between 0 and 5.

Number of Practice Tests Previously Passed. Format is n with numbers between 0 and 5.

NOTE: Beginning with enrollments for the 2002-2003 PY, the EFL for GED students is based on assessment tests rather than GED tests passed.

OSSID –This is a 10 digit ID number created by the Oklahoma Scoring System. It is displayed on the transcript and given to the student. It is used to connect all of the GED tests that the student passes. MAERS will use this number to conduct follow-up on students who are enrolled in GED programs.

EDIT RULE: If the number of Actual GED Tests Passed is greater than 0 and the OSSID is blank, display a warning message each time the Enrollment record is accessed until the information is completed.



The screenshot shows a form titled "Program Type" in blue text. Below the title, there are four rows, each with a label and a dropdown menu. The labels are: "Program for Adult Learning (PAL) Workforce Readiness (Employer Match):", "Correctional Facility:", "Community Correctional Program:", and "Other Institutional Setting:". Each dropdown menu is currently blank with a small downward arrow on the right side.

Program Type – Not Required. Check all that apply.

EDIT RULE: If Program Type is PAL Workforce Readiness (Employer Match), Program Enrollment must be Workplace Literacy.

EDIT RULE: If Program Type is PAL Workforce Readiness, Labor Force Status must be Employed.

ENROLLMENT

The screenshot shows a web form titled "Student Goals" in blue text. Below the title, there are three input fields. The first is labeled "Primary Goal:" with a red arrow icon to its left; it is a dropdown menu. The second is labeled "Secondary Goal:" and is also a dropdown menu. The third is labeled "Enter Other Goal:" and is a large text area with a vertical scrollbar on the right side.

Primary Goal – Required. (See Policy section for limitations on Primary Goals.)

EDIT RULE: If Labor Force Status is Employed, Obtain Job cannot be selected as goal.

EDIT RULE: If Labor Force Status is Unemployed or Not in Labor Force, Retain Job cannot be selected as goal.

EDIT RULE: If Labor Force Status is Unemployed or Not in Labor Force, Improve Job cannot be selected as goal.

EDIT RULE: If Funding Source is Federal or PAL, "Other" Cannot be selected as Primary Goal.

EDIT RULE: If "Other" Goal is selected, text entry regarding the specific information about the goal is required.

Second Goal – Not Required.

EDIT RULE: If Labor Force Status is Employed, Obtain Job cannot be selected as goal.

EDIT RULE: If Labor Force Status is Unemployed or Not in Labor Force, Retain Job cannot be selected as goal.

MICHIGAN ADULT EDUCATION
REPORTING SYSTEM (MAERS)

EDIT RULE: If Labor Force Status is Unemployed or Not in Labor Force, Improve Job cannot be selected as goal.

EDIT RULE: If “Other” Goal is selected, text entry regarding the specific information about the goal is required.

ENROLLMENT

SSN	<input type="text"/>	Required for Participants with Employment Related Goals
-----	----------------------	---

Social Security Number – Required if either goal is “Obtain Employment, Retain Employment or Improve Job”.

EDIT RULE: Display warning message upon submit if SSN is not present and either goal is one of the three work-related goals.

Enrolled By	LINDA THOMPSON - AE_ADMDCD
Enrollment Fiscal Agent	TEST SD
Enrollment Provider	Test School District

Staff information - The fields displayed above are automatically entered by the system and cannot be changed.

Step 4 – Submitting the Enrollment.

Submit	Clear	Ignore
Enter/Update Assessment		

Submit – Click to save the enrollment record. The system verifies the information and returns any error messages to the top of the screen. Wait until you receive the “successful” message before proceeding with the next enrollment.

Clear – removes the information from the record. DOES NOT SAVE the record.

Ignore – Cancels the enrollment and returns to the Participant Search Screen. “MAERS Enrollment Transaction Cancelled” appears at the top of the screen.

MICHIGAN ADULT EDUCATION REPORTING SYSTEM (MAERS)

Enter/Update Assessment Saves the enrollment and displays the Assessment History screen.

Step 5 - Student is in the One Stop MIS, but has not been in MAERS.

ENROLLMENT

There is no Participant History to display, so the system displays the Enrollment screen upon clicking the New Enrollment button. Some of the fields are filled in from the Applicant File (See Applicant File section for description of content.)

Local Student Number		<input type="text"/>					
➡ Last Name	<input type="text" value="ADAMS"/>	➡ First Name	<input type="text" value="ANTHONY"/>	MI	<input type="text" value="R"/>		
Address	<input type="text" value="2514 OVERHILL ST"/>	City	<input type="text" value="JACKSON"/>	State	<input type="text" value="MI"/>	Zip	<input type="text" value="492"/>
No Address	<input type="checkbox"/>						
Phone	<input type="text" value="(517) 784-9806"/>	Ext.	<input type="text"/>	County			
Alt. Phone	<input type="text"/>	Alt. Ext.	<input type="text"/>				
Personal Information							
➡ Date of Birth		<input type="text" value="02"/>	-	<input type="text" value="02"/>	-	<input type="text" value="1960"/>	(mm/dd/yyyy)

The Local Student Number and the fields after the Date of Birth are blank and must be completed as they were in the first new enrollment. Verify the accuracy of the pre-filled information and proceed to complete the enrollment.

When you have finished entering the enrollment information, the same four buttons will appear on the bottom of the screen.

Updating an Enrollment.

Step 1 - Place your cursor on the blue Enrollment box. When it changes to two red boxes, click on Update Enrollment. You must locate the student you are working with. (See Student Search section for review of this process.) When the Search Results are displayed, there will be a "Yes" in the History column. **Click on the student's name.** The Participant History screen will be displayed.

MICHIGAN ADULT EDUCATION REPORTING SYSTEM (MAERS)

Step 2 - When the Participant History screen is displayed, click on the Program link for the specific enrollment you wish to update. The information for that enrollment will be displayed.

ENROLLMENT

NAME:	ALLISON ADAMS	Current Staff:	LINDA THOMPSON
Customer ID:	ADAALD909	Current Staff Location:	TEST SD

Click on the **Program** to update the Enrollment

Program	Enrollment Date	Status	Exit Date	Exit Reason	Fiscal Agent
High School Diploma	09/09/2001	Active	-	-	DETROIT SD
Workplace Literacy Program	11/22/2000	Inactive	06/30/2001	Student Separated Before Completion - System Exit	Lake Fenton Community Schools

NOTE: Do **NOT** click on the new MAERS Enrollment button.

Step 3 - Clicking on the hyperlink in the Program box will display the information for that enrollment. You can now change any information on that enrollment.

NOTE: Changing information in one enrollment will not change it in all enrollments. Only the selected enrollment will be modified.

NOTE: If you change information that is contained in the applicant file, such as name or address, the applicant file will now contain the updated information.

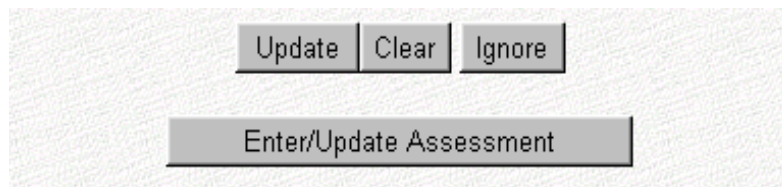
EDIT RULE: The only field that cannot be updated is the Enrollment Date. If this field needs to be changed, send an email request to the MAERS helpdesk at MAERS@michworks.org. The following information must be submitted in this EXACT format:

MICHIGAN ADULT EDUCATION REPORTING SYSTEM (MAERS)

First Name, Last Name, Date of Birth, Program Enrollment, Incorrect Enrollment Date, Correct Enrollment Date

Step 4 - When you have completed updating the information, scroll to the bottom of the enrollment screen. The Submit button is now the Update button.

ENROLLMENT

A screenshot of the MAERS enrollment screen. At the top, there are three buttons: 'Update', 'Clear', and 'Ignore'. Below these buttons is a larger button labeled 'Enter/Update Assessment'.

Deleting a student.

Local deletion of records is not available. If you need a student record deleted, send an email request to MAERS@michworks.org containing the following information in the EXACT format listed below:

First Name, Last Name, Date of Birth, Program Enrollment, Enrollment Date

See Re-enrollment section for instructions on enrolling students who have been in MAERS before.

RE-ENROLLMENT

Step 1 – The first thing that you must do is locate your student. If you have not done this before, please review the section on Student Search. Once you locate your student's name on the Participant Result screen, Click on the student's name.

You searched for customer: **ARCHWAY**, living in , .

Name	Customer ID	Address	City	Phone	Participant History
ARCHWAY COOKIE	ARCC01114	23424 MARKET STREET	GLADWIN	(517) 426-2992	Yes
ARCHWAY DANIEL	ARCD01107	5345 CAPETOWN LANE	PETOSKEY	(231) 344-4543	No
ARCHWAY HAROLD	ARCH01109	45343 BEGONIA DRIVE	PETOSKEY	(231) 324-4566	No
ARCHWAY JOHN	ARCJ00207	3453 CONNER ROADQ	PETOSKEY	(231) 453-4545	Yes
ARCHWAY KENNETH	ARCK00219	4353 PACKMAN DR.	PETOSKEY	(231) 234-4534	No
ARCHWAY MARVIN	ARCM00204	4533 DAISY WAY	PETOSKEY	(231) 324-3234	No
ARCHWAY PAUL	ARCP01225	23424 EASY STREET	GLADWIN	(517) 234-4325	No
ARCHWAY ROBERT	ARCRO0314	23423 EASY STREET	GLADWIN	(517) 234-3453	No

**Only click on 'New Applicant/MAERS Enrollment',
if your Participant **DOES NOT APPEAR**
on the Customer Search Results List.**

New Applicant/MAERS Enrollment

New Search

NOTE: **Do NOT** click on the New Applicant/MAERS Enrollment button.

When you click on the name, the Participant History screen will be displayed.

MICHIGAN ADULT EDUCATION REPORTING SYSTEM (MAERS)

NAME: JOHN ARCHWAY	Current Staff: LINDA THOMPSON
Customer ID: ARCJ00207	Current Staff Location: TEST SD

Click on the **Program** to update the Enrollment

Program	Enrollment Date	Status	Exit Date	Exit Reason	Fiscal Agent
Adult Basic Education	01/01/2001	Inactive	06/30/2001	Student Separated Before Completion - System Exit	Lake Fenton Community Schools

Enter New MAERS Enrollment

New Search

RE-ENROLLMENT

Now is the time to click on the Enter New MAERS Enrollment button. The Enrollment screen will fill with the information from the Applicant file and some information from previous MAERS enrollments.

Student Information

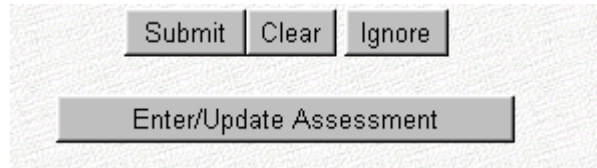
Local Student Number

↪ Last Name <input style="width: 150px;" type="text" value="ARCHWAY"/>	↪ First Name <input style="width: 100px;" type="text" value="JOHN"/>	MI <input style="width: 20px;" type="text" value="M"/>
Address <input style="width: 150px;" type="text" value="3453 CONNER ROADQ"/>	City <input style="width: 100px;" type="text" value="PETOSKEY"/>	State <input style="width: 20px;" type="text" value="MI"/> Zip <input style="width: 40px;" type="text" value="49724"/>
No Address <input type="checkbox"/>		
Phone <input style="width: 100px;" type="text" value="(231) 453-4545"/>	Ext. <input style="width: 40px;" type="text"/>	County EMMET
Alt. Phone <input style="width: 100px;" type="text"/>	Alt. Ext. <input style="width: 40px;" type="text"/>	

Personal Information

↪ Date of Birth	<input style="width: 30px;" type="text" value="02"/> - <input style="width: 30px;" type="text" value="07"/> - <input style="width: 50px;" type="text" value="1983"/> (mm/dd/yyyy)
↪ Place of Birth	<input style="width: 150px;" type="text"/>
↪ Sex	<input style="width: 50px;" type="text" value="Male"/>
↪ Race:	<input style="width: 150px;" type="text" value="Black or African American"/>
Diploma/GED Status at Entry:	<input style="width: 150px;" type="text"/>

Check the information displayed to ensure that it is still correct. Make any necessary changes. The rest of the form will be blank. You must complete at least the required entries and then click on the Submit button at the bottom of the screen.



Submit – Click to save the enrollment record. The system verifies the information and returns any error messages to the top of the screen. Wait until you receive the “successful” message before proceeding with the next enrollment.

RE-ENROLLMENT

Clear – removes the information from the record. DOES NOT SAVE the record.

Ignore – Cancels the enrollment and returns to the Participant Search Screen. “MAERS Enrollment Transaction Cancelled” appears at the top of the screen.

NOTE: If you have Assessment records to enter for this student, you may click on the Enter/Update assessment button. This will save the enrollment and take you directly to the Assessment History screen.

Once the enrollment has been successfully submitted, you will receive the “Successful” message and the Participant History will be displayed.

NOTE: Do not proceed with the next re-enrollment until you get the successful message.

MICHIGAN ADULT EDUCATION REPORTING SYSTEM (MAERS)

Participant History

· The MAERS Enrollment was successfully inserted in the database.

NAME: JOHN ARCHWAY

Current Staff: LINDA THOMPSON

Customer ID: ARCJ00207

Current Staff Location: TEST SD

Click on the **Program** to update the Enrollment

Program	Enrollment Date	Status	Exit Date	Exit Reason	Fiscal Agent
Adult Basic Education	07/01/2002	Active	-	-	TEST SD
Adult Basic Education	01/01/2001	Inactive	06/30/2001	Student Separated Before Completion - System Exit	Lake Fenton Community Schools

APPLICANT FILE

One of the key features of the One-Stop MIS database is the Applicant file. This file is created the first time a customer enters any one of the systems included in the database. It is updated each time a registration record is updated in any one of the systems. This file cannot be accessed directly.

The Applicant file contains the following information:

- Social Security Number
- Last Name
- First Name
- Middle Initial
- Date of Birth
- E-mail address
- Address Line 1
- Address Line 2
- City
- State

MICHIGAN ADULT EDUCATION REPORTING SYSTEM (MAERS)

Zip Code
Telephone Number

When a customer name or customer ID search is performed, this is the file that is searched. It is the information in this file that is displayed on the search results screen in all of the programs, in all of the systems. The contact information in the records within a specific program may be different than the information in the Applicant file. Staff should examine the search results carefully to determine if the program file should be updated via a MAERS record or if a new applicant record should be inserted into the database.

The following example is presented to illustrate how the information for an individual can be different between the Applicant File and the system registration/enrollment files. The example also demonstrates how the applicant record is updated.

APPLICANT FILE


are Reform | JTPA | ISS | Case Notes | Reports | Displaced Homemaker | WIA | Account

IN 12/10/99

KS! **MIS** **Registration** **Services** **Administration** **Mediated Services System**

New MS Registration

Customer Search Results

Click on the **Name** column (if a link exists) to *create a new MS Registration for the customer;*
Click on the **Customer ID** link to view the existing MS Registration record;
Click on  to view the Customer's Talent Bank resume, if one exists;

You searched for customer: **BAKER, A** living in ,

Name	Customer ID	Address	City	Phone	Status	Resume
BAKER AARON	BAKAA0101	5171 SPRINGBORN ROAD	HOLLAND	(810) 765-4663	Link Resume	-
BAKER AARON	BAKAA0101	5171 SPRINGBORN ROAD	GOWEN	(810) 765-4663	Inactive	
BAKER ADAM	BAKAD1031	1234 MAIN	DETROIT	(111) 111-1111	Link Resume	-
BAKER ADOLPHUS	BAKAD0510	123 N CLAY	GRAND RAPIDS	(517) 278-9136	Link Resume	-
BAKER ALAN	BAKAL0730	15225 CARLETON RD.	HUDSON	(517) 448-7013	Active	

This page displays the search results in Mediated Services (one of the other systems that is part of the One-Stop MIS). Alan Baker is the customer we will be working with. His address in Mediated Services is 15225 Carleton Rd. in Hudson, MI.

This page displays the search results list in the MAERS system. It contains the most recent contact information available for Alan Baker. At this point it is the same information displayed in the Mediated services portion of the OSMIS.

APPLICANT FILE

IAN 12/10/99

RKS!

dp MIS

Enrollment

Assessment

Outcomes

Administration

MAERS

MAERS Enrollment

Participant Search Results

Click on the **Name** column (if a link exists) to update the existing MAERS Enrollment for the customer or to create a new MAERS record.

If the individual you are searching for does not appear, click on **"New Applicant/MAERS Enrollment"** to enter the initial Applicant/MAERS Enrollment record or click on **"New Search"** to conduct a new search.

You searched for customer: **BAKER, A** living in , .

Name	Customer ID	Address	City	Phone	Participant History
BAKER AARON	BAKAA0101	5171 SPRINGBORN ROAD	HOLLAND	(810) 765-4663	No
BAKER AARON	BAKAA0101	5171 SPRINGBORN ROAD	GOWEN	(810) 765-4663	No
BAKER ADAM	BAKAD1031	1234 MAIN	DETROIT	(111) 111-1111	No
BAKER ADOLPHUS	BAKAD0510	123 N CLAY	GRAND RAPIDS	(517) 278-9136	No
BAKER ALAN	BAKAL0730	1234 OAK BROOK	ANN ARBOR	(734) 222-6666	Yes

The MAERS system is the last program that updated the contact information and will contain the most recent data. Looking at Alan Baker we see that he now lives on Oak Brook in Ann Arbor which is the information that was entered on the MAERS record.

APPLICANT FILE



Registration

Services

Administration

Mediated Services System

New MS Registration

Customer Search Results

Click on the **Name** column (if a link exists) to *create a new MS Registration for the customer;*
Click on the **Customer ID** link to view the existing MS Registration record;
Click on  to view the Customer's Talent Bank resume, if one exists;

You searched for customer: **BAKER, A** living in ,

Name	Customer ID	Address	City	Phone	Status	Resume
BAKER AARON	BAKAA0101	5171 SPRINGBORN ROAD	HOLLAND	(810) 765-4663	Link Resume	-
BAKER AARON	BAKAA0101	5171 SPRINGBORN ROAD	GOWEN	(810) 765-4663	Inactive	
BAKER ADAM	BAKAD1031	1234 MAIN	DETROIT	(111) 111-1111	Link Resume	-
BAKER ADOLPHUS	BAKAD0510	123 N CLAY	GRAND RAPIDS	(517) 278-9136	Link Resume	-
BAKER ALAN	BAKAL0730	1234 OAK BROOK	ANN ARBOR	(734) 222-6666	Active	

Searching Mediated Services after the MAERS enrollment brings up the same contact information that was entered on the MAERS enrollment but the Mediated Services internal information is different.

APPLICANT FILE

MICHIGAN 12/10/99
WORKS!
One Stop MIS

Registration Services Administration Mediated Services System

Update MS Registration

Contact Information

⇒ Last Name	BAKER	⇒ First Name	ALAN	MI	D
⇒ Address	15225 CARLETON RD.	⇒ City	HUDSON	⇒ State	MI ⇒ Zip
Home Phone	(517) 448-7013	Alt. Phone	(517) 448-8738		
E-mail					
County	LENAWEE				
Residence	34 - South Central Michigan Works				

This screen displays the registration information in Mediated Services. Note that the contact information for Alan Baker is different than the information on the search results page. The reason for this is that the search results page displays the most recent information in the Applicant file while the individual programs retain the information that was entered for that specific registration/enrollment.

This will also occur in Adult Education. If one of the other OSMIS programs enters a registration for a student being served by an Adult Education program, the search results will display the address and phone number from the most recent registration.

ASSESSMENTS

Step 1 – Entering an Assessment

All students, with the exception of those students who are in High School Diploma programs and Work-Based Project Learner, should be assessed upon entering and exiting an Adult Education program. If students are not assessed upon enrollment and exit, the local Adult Education programs will not meet the goals of the National Reporting System and the State's Adult Education program objectives. The deadline for reporting assessment for the program year ending June 30th is August 31st of the calendar year.

To access the assessment section of MAERS, click on the Assessment link at the top of the screen and choose either Enter an Assessment (enter is for new records) or Update Assessment (for updating existing assessment information). Conduct the student search process, click on the Name link of the person for whom the assessment will be entered.

The screenshot shows the MAERS interface with a teal header bar containing 'Reports' and 'Email' links. Below this is a navigation bar with 'Enrollment', 'Assessment', 'Outcomes', and 'Administration' tabs, and the 'MAERS' logo. The main content area is titled 'Enter Assessment' and 'Participant Search Results'. It displays a search result for 'RHUBARB, JUI' living in . . .

Name	Customer ID	Address	City	Phone	Participant History
RHUBARB, JUI	RHUU0102	333 MAIN STREET	EATON RAPIDS	(231) 555-4545	Yes

Below the table is a 'New Search' button.

The name link will take you to the screen below where you will choose the program of enrollment to which the assessments are/will be attached. If more than one program is indicated, you must choose the appropriate program.

The screenshot shows a screen titled 'Click on the Program for the Enrollment you wish to enter Assessments'. It contains a table with the following data:

Program	Enrollment Date	Status	Exit Date	Exit Reason	Fiscal Agent
Adult Basic Education	12/01/2002	Active	-	-	Test Schools

Once the correct program is selected, the data entry screen will appear. Enter the information requested.

ASSESSMENTS

Enter Assessment		
<div style="display: flex; justify-content: space-between;"> <div> NAME: JUICE RHUBARB Local Student Number: RHU001 Program: Adult Basic Education </div> <div> Current Staff: TRAINAE11 TRAINAE Current Staff Location: Test Schools Status: Active </div> </div>		
<div style="display: flex; justify-content: space-between;"> <div> Date of Test: <input type="text"/>-<input type="text"/>-<input type="text"/> </div> <div> Select Test: <input type="text"/> </div> <div> Test Type: <input type="text"/> </div> </div>		

RULE: The pre-test assessment date may be up to 180 days prior to the enrollment date.

RULE: The post-test assessment date must be greater than the pre-test date.

RULE: The post-test assessment date cannot be greater than the system Exit date.

RULE: The assessment test used must be from the list of MDCD Approved Assessment Tests found in the back of this section.

Each test has its own set of modules and scores. The system will return the appropriate module(s) for that test.

Test Name: TABE(7-8)		
Test Type: Progress Test		
Date of Test: 03/01/2003		
MODULE NAME	SCORE	EDUCATIONAL FUNCTIONING LEVEL
Language:	<input type="text"/>	None
Total Math:	<input type="text"/>	None
Reading:	<input type="text"/>	None
Comments: <input style="width: 100%;" type="text"/>		

After you enter this test information, click on the Enter Scores button. Enter the module scores in the boxes provided. Click on the Submit button at the bottom of the screen. If all the information is correct, the system will return the following screen:

ASSESSMENTS

Assessment History

- The MAERS Assessment was successfully inserted in the database.

NAME: JUICE RHUBARB Current Staff: TRAINAE11 TRAINAE
Local Student Number: RHU001 Current Staff Location: Test Schools
Program: Adult Basic Education Status: Active

Click on the **Test Name** for the Assessment you wish to view or update

Test Date	Test Name	Test Type
01/10/2003	TABE(7-8)	Pre Test
02/14/2003	MISCELLANEOUS	Progress Test

At this time the screen will allow you to enter another assessment, do a new search for another student, or navigate to another part of the system by clicking on the appropriate links at the bottom of the screen. You may also exit the system at this time.

Step 2 – Calculating the Educational Functioning Level

When you enter the scores, the system will automatically calculate the Educational Functioning Level (EFL) based on the scores entered. The assessment record will display the EFL for every module for which a score is entered. In order to view the EFL, you can go to the Update Assessment function at the top of the screen, or to the Outcome screen, or you can use the footer links at the bottom of the page.

The MAERS calculates the EFL at Level of Entry based on the lowest score of the pre-test entered. The EFL is also displayed on the Outcome screen once the assessment is successfully entered into the database.

Test Name: TABE(7-8)
Test Type: Pre Test
Date of Test: 01/10/2003

MODULE NAME	SCORE	EDUCATIONAL FUNCTIONING LEVEL
Language:	<input type="text"/>	None
Total Math:	459	Low Intermediate Basic Ed.
Reading:	<input type="text"/>	None

Educational Gain

The educational gain is calculated based on improvement from the EFL Level at Entry to the EFL Level at Completion. This comparison is made regardless of the subject area of the test module. It is recommended that the pre-test and post-test scores entered be in the area that instruction is being provided for that program year.

ASSESSMENTS

Step 3 – Types of Assessments

There are two kinds of assessments that can be entered in MAERS, the MDCD approved assessment tests and Miscellaneous assessments. There are three test types of assessment tests: pre-tests, post-tests, and progress tests.

A pre-test and post-test **should** be entered into MAERS for each student. Only one pre-test and one post-test is allowed. You may enter the additional assessment test scores in the MAERS by entering them as progress tests. Progress Tests can be reported at any time. There is no limit to the number of progress tests that can be reported. If there are multiple test modules administered during the pre-test, but instruction will only be occurring in one of the areas, information on the other modules may be entered as progress test. (Example: The student takes the TABE test in the areas of math, language, and reading; however, instruction is only being provided in math; so you would enter the scores for math as pre-test and post-test and enter the reading and language scores or even all three modules scores into a progress test record, for tracking purposes only).

The following is a list of the MDCD approved assessment tests that must be administered to all students upon enrollment into an Adult Education Program.

➤ ABLE	➤ BESTEL
➤ AMES (B)	➤ CASAS
➤ AMES (C)	➤ Slosson
➤ AMES (D)	➤ TABE (5-6)
➤ AMES (E)	➤ TABE (7-8)
➤ AMES (F)	➤ Work Keys
➤ BEST	

There is some business rules associated with the different types of assessment tests:

1. Effective July 1, 2002, if the program of enrollment is GED, all students must be assessed using one of the MDCD approved assessments and the scores must be entered on MAERS as pre- and post-tests. According to NRS rules, the TABE Locator test **cannot** be used for the pre-test or post-test.
2. If the program of enrollment is English as a Second Language (ESL), the only allowable assessment tests are: BEST, BESTEL, and CASAS (Life Skills module only.)

NOTE: Since BESTEL does not measure below Level 4, care should be taken when administering this tests to student who you think are not at that

ASSESSMENTS

level. If the BESTEL test is administered and the student scores below Level 4, another test must be given to determine the EFL level.

3. If the program of enrollment is other than ESL (Adult Basic Education {ABE}, etc.), the BEST and BESTEL cannot be used for the assessment of a student. In addition, **ONLY** the CASAS Employability module may be used for non-ESL enrollments.
4. If the program of enrollment is High School Diploma (HSD) or Work-Based Project Learner, no pre-test or post-test information can be entered. Progress tests may be entered, however.

NOTE: Special Rule for Progress Test- A “progress test record may be duplicate (and generally would expand upon) information in a pre-test or a post-test record.

The NRS does not require the same test module comparison; it considers only the lowest educational functioning levels at entry and exit. So that pre-test reading scores do not get compared to the post-test math scores (and various other dissimilar comparisons); staff are instructed to only enter pre-test and post-test module scores in subject areas that are relevant to the student’s program of study. If staff need (or want) to maintain a complete (all modules) record, they will be instructed to maintain the complete data as a progress assessment.

5. If either the primary or second goal is employment-related (obtain employment, retained employment, or improve current job), the assessment test administered to the student **MUST BE ONE OF THE FOLLOWING: WORK KEYS, CASAS, or SLOSSON.**

The second type of assessment is Miscellaneous. Miscellaneous assessments accommodate information that does not readily fit into the regular assessment category. If you choose to enter miscellaneous assessments, they **must be entered as Progress Tests only**. Examples of Miscellaneous assessments are: Teacher Progress Test, Learning Inventory, Career Test, etc.

To enter a Miscellaneous assessment, enter the test date, select Miscellaneous in the Select Text Box (it is the last entry on the list), select progress test in the Test Type box, and click on Enter Scores.

ASSESSMENTS

NAME: JUICE RHUBARB	Current Staff: TRAINAE11 TRAINAE
Local Student Number: RHU001	Current Staff Location: Test Schools
Program: Adult Basic Education	Status: Active

⇒ **Date of Test:** 02 - 14 - 2003 ⇒ **Select Test:** MISCELLANEOUS ⇒ **Test Type:** Progress Test

Once the Enter Scores button for a Miscellaneous Assessment is clicked, the second screen appears but looks very different from the rest of the assessment screens.

Date of Assessment:	02/14/2003
Type of Assessment:	<input type="text"/>
Result:	<input type="text"/>
Comments:	<input type="text"/>

Staff may enter any information that is needed or helpful for identification and tracking of the miscellaneous assessments. Entries are required for the Type of Assessment and Result fields. The comments field may be useful in recording more detailed information.

Step 4 - Updating an Assessment

To update an Assessment, staff must conduct the student search. The screen will display either the “No applicant matches your search criteria in the database” message or a list of students. If you get the “No applicant matches your search criteria in the database”, check your spelling etc. to see if you entered the correct name. From the list of students, choose the student you want to update the assessment for and click on their name. The Participant History screen will be displayed with all the enrollments listed.

Click on the link for the enrollment you are working with and the Assessment History will be displayed, containing a list of the tests associated with the enrollment.

ASSESSMENTS

Assessment History

• The MAERS Assessment was successfully inserted in the database.

NAME: JUICE RHUBARB

Local Student Number: RHU001

Program: Adult Basic Education

Current Staff: TRAINAE11 TRAINAE

Current Staff Location: Test Schools

Status: Active

Click on the **Test Name** for the Assessment you wish to view or update

Test Date	Test Name	Test Type
01/10/2003	TABE(7-8)	Pre Test
02/14/2003	MISCELLANEOUS	Progress Test

If you click on the name of the test, the module and score information for that test can be seen. The score information can be updated. You delete the wrong data and enter the update information. Then you go to the bottom of the screen and click on the Update button.

Every assessment has a comment section available for use. Information entered in the comments section can be viewed by all staff having access rights to the system.

Step 5 - Deleting an Assessment

Assessments can now be deleted from the MAERS by staff persons who have the staff class code of "Provider Administration". You must work backwards by deleting the post-test first, and then delete the pre-test. The test scores in the module may be deleted. The test name, date or type of test cannot be changed. You must completely delete the whole assessment record and re-enter all of the assessment information.

RULE: No pre-test can be deleted if a progress or post-test is on file.

RULE: Any progress test can be deleted at any time

RULE: A pre- or post-test can be deleted.

ENTER MDCCD- Approved Assessments

MICHIGAN ADULT EDUCATION
REPORTING SYSTEM (MAERS)

MDCD APPROVED ASSESSMENTS

Assessment Scores and Educational Functioning Levels			
Test Name	Module	Scoring Range	Educational Functioning Level
ABLE	Reading	< or = 523	Beginning ABE Literacy
		525 - 612	Beginning Basic Education
		613 - 644	Low Intermediate Basic Education
		646 - 680	High Intermediate Basic Education
		682 - 697	Low Adult Secondary Education
		> or = 699	High Adult Secondary Education
	Math	< or = 521	Beginning ABE Literacy
		530 - 591	Beginning Basic Education
		593 - 641	Low Intermediate Basic Education
		643 - 693	High Intermediate Basic Education
		694 - 716	Low Adult Secondary Education
		> or = 717	High Adult Secondary Education
AMES (B)	Reading	< or = 500	Beginning ABE Literacy
		503 - 510	Beginning Basic Education
		511 - 609	Low Intermediate Basic Education
	Total Math	< or = 476	Beginning ABE Literacy
		477 - 492	Beginning Basic Education
		494 - 603	Low Intermediate Basic Education
	Communication	< or = 496	Beginning ABE Literacy
		498 - 506	Beginning Basic Education
		508 - 605	Low Intermediate Basic Education
	Reading	514 - 521	Low Intermediate Basic Education
		525 - 612	High Intermediate Basic Education
		493 - 508	Low Intermediate Basic Education
AMES (C)	Total Math	510 - 627	High Intermediate Basic Education
	Communication	509 - 513	Low Intermediate Basic Education
		516 - 611	High Intermediate Basic Education
	Reading	522 - 543	High Intermediate Basic Education
		509 - 532	High Intermediate Basic Education
		516 - 523	High Intermediate Basic Education
AMES (D)	Reading	544 - 561	Low Adult Secondary Education
		> or = 565	High Adult Secondary Education
	Total Math	534 - 548	Low Adult Secondary Education
		> or = 551	High Adult Secondary Education
	Communication	527 - 535	Low Adult Secondary Education
		> or = 538	High Adult Secondary Education
BEST	Oral	0 – 15	Beginning ESL Literacy
		16 – 41	Beginning ESL
		42 – 50	Low Intermediate ESL

MICHIGAN ADULT EDUCATION
REPORTING SYSTEM (MAERS)

Assessment Scores and Educational Functioning Levels			
Test Name	Module	Scoring Range	Educational Functioning Level
		51 – 57	High Intermediate ESL
		58 – 64	Low Advanced ESL
		> or = 65	High Advanced ESL
	Literacy	0 – 7	Beginning ESL Literacy
		8 – 46	Beginning ESL
BEST cont.	Literacy cont.	47 – 53	Low Intermediate ESL
		54 – 65	High Intermediate ESL
		> or = 66	Low Advanced ESL
BESTEL	BESTEL	40-48 or 53%-64%	High Intermediate ESL
		49-57 or 65%-76%	Low Advanced ESL
		>or=58 or >or=77%	High Advanced ESL
CASAS	Employability (ABE)	< or = 200	Beginning ABE Literacy
		201 - 210	Beginning Basic Education
		211 - 220	Low Intermediate Basic Education
		221 - 235	High Intermediate Basic Education
		236 - 245	Low Adult Secondary Education
		> or = 246	High Adult Secondary Education
	Life Skills (ESL)	< or = 180	Beginning ESL Literacy
		181 - 200	Beginning ESL
		201 - 210	Low Intermediate ESL
		211 - 220	High Intermediate ESL
		221 - 235	Low Advanced ESL
		236 - 245	High Advanced ESL
Slosson	Sort R	1 - 52	Beginning ABE Literacy
		53 - 105	Beginning Basic Education
		106 – 139	Low Intermediate Basic Education
TABE (5-6)	Total Reading	< or = 529	Beginning ABE Literacy
		530 – 679	Beginning Basic Education
		680 – 722	Low Intermediate Basic Education
		723 – 761	High Intermediate Basic Education
		762 – 775	Low Adult Secondary Education
		> or = 776	High Adult Secondary Education
	Total Math	< or = 540	Beginning ABE Literacy
		541 – 677	Beginning Basic Education
		678 – 729	Low Intermediate Basic Education
		730 – 776	High Intermediate Basic Education
		777 – 789	Low Adult Secondary Education
		> or = 790	High Adult Secondary Education
	Total Language	< or = 599	Beginning ABE Literacy
		600 – 677	Beginning Basic Education
		678 – 705	Low Intermediate Basic Education

MICHIGAN ADULT EDUCATION
REPORTING SYSTEM (MAERS)

Assessment Scores and Educational Functioning Levels			
Test Name	Module	Scoring Range	Educational Functioning Level
		706 – 730	High Intermediate Basic Education
		731 – 743	Low Adult Secondary Education
		> or = 744	High Adult Secondary Education
TABE (7-8)	Reading	< or = 367	Beginning ABE Literacy
		368 – 460	Beginning Basic Education
		461 – 517	Low Intermediate Basic Education
		518 – 566	High Intermediate Basic Education
		567 - 595	Low Adult Secondary Education
TABE (7-8) continued	Reading continued	> or = 596	High Adult Secondary Education
	Total Math	< or = 313	Beginning ABE Literacy
		314 - 441	Beginning Basic Education
		442 - 505	Low Intermediate Basic Education
		506 - 565	High Intermediate Basic Education
		566 - 594	Low Adult Secondary Education
		> or = 595	High Adult Secondary Education
	Language	< or = 391	Beginning ABE Literacy
		392 - 490	Beginning Basic Education
		491 - 523	Low Intermediate Basic Education
		524 - 559	High Intermediate Basic Education
		560 - 585	Low Adult Secondary Education
		> or = 586	High Adult Secondary Education
Work Keys	Reading for Info.	3	High Intermediate Basic Education
		4	Low Adult Secondary Education
		5	High Adult Secondary Education
	Locating Info.	4	High Intermediate Basic Education
		5	Low Adult Secondary Education
		6	High Adult Secondary Education
	Writing	2	High Intermediate Basic Education
		3	Low Adult Secondary Education
		4	High Adult Secondary Education
	Applied Math	4	High Intermediate Basic Education
		5	Low Adult Secondary Education
		6	High Adult Secondary Education
GED/HIGH SCHOOL DIPLOMA RATING SCALES			
GED			
Progress Toward "Obtain a GED" (practice or actual tests)			
	Of 5 topic areas:	At least 1 of 5 tests passed	Low Adult Secondary Education
	Of 5 topic areas:	At least 3 of 5 tests	High Adult Secondary Education

MICHIGAN ADULT EDUCATION
REPORTING SYSTEM (MAERS)

Assessment Scores and Educational Functioning Levels			
Test Name	Module	Scoring Range	Educational Functioning Level
		passed	
Interim: In GED and 0 Tests - High Intermediate Basic Education			
High School Diploma			
Percentage of Credits - Earned Relative to Required - Toward Diploma			
		> 0% and < 50%	Low Adult Secondary Education
		50% to 100%	High Adult Secondary Education
Interim: In HS diploma & no credits - High Intermediate Basic Education			
Notes: > or = means greater than or equal to; < or = means less than or equal to.			

OUTCOMES-EXIT

Step 1 - Follow – Up

Follow-up **MUST** be conducted on all students who choose one of the five “core” goals (Receipt of a Secondary Diploma, Enrollment in Postsecondary Education or Training, Obtain Employment, Retain Employment, or Improve Current Job). Follow-up may be conducted in one of three ways: (1) gather the information when the student is exiting the program; (2) mail each student a survey that gathers the follow-up information; or (3) telephone the students to find out the follow-up information.

Step 2 – Entering Outcomes

The Outcome screen is used to record student achievements, instructional hours and exit information. An outcome record is associated with a student enrollment and can only be entered after the enrollment has been entered. An outcome can be any or all objectives achieved by a student enrolled for the program year. This includes, but is not limited to, all goals.

The outcome screen can be accessed from two places; the Outcomes button at the top of the MAERS screen, by selecting either Enter Outcome or Update Outcome (search process is the same as for other functions within the MAERS); or the Update Outcome option is accessed from the items (footer links) at the bottom of the screen. The current student enrollment record will be retained and the process will proceed with the entry/update of outcomes and/or Exit information.

An outcome may be entered while a student is still enrolled or after the student has been exited. For reporting purposes, all outcome information must be entered no later than October 25th (10/25) of the current calendar year for any enrollments entered for the program year ending June 30th (6/30) of the same calendar year.

All fields of the outcome record are available for editing. Navigation buttons will allow you to “submit” the edited data or “clear” or “ignore” the data entered (which will cancel the entry transaction).



The next three pages contain a captured image of the Outcomes screen:

OUTCOMES-EXIT

Update Outcomes

NAME: JUICE RHUBARB Current Staff: TRAINAE11 TRAINAE
Local Student Number: RHU001 Current Staff Location: Test Schools
Program: Adult Basic Education Status: Active

Student Achievement

Educational

Obtained a High School Diploma:

Passed all GED Tests:

Entered Postsecondary Education or Training:

Societal

Achieved Citizenship Skills or Obtained U.S. Citizenship:

Registered to Vote or Voted for the First Time:

Increased Involvement in Community Activities:

Economic

Entered Employment:

Entered Employment Date: - -

Retained Employment:

Retained Employment Date: - -

Improved Current Job:

Improve Current Job Date: - -

Left Public Assistance:

Achieved Work-Based Project Learner Goal:

Family Literacy

Increased Involvement in Children's Education

Helped More Frequently With School:

Increased Contact With Children's Teachers:

Became More Involved In Children's School Activities:

Increased Involvement in Children's Literacy Activities

Read to Children:

Visited Library:

Purchased Books or Magazines:

Other

Achieved Other Personal Goal:

Student Did Not Achieve Any Goals Listed Above During Reporting Period:

Student Instructional Hours:

OUTCOMES-EXIT

High School Diploma/GED	
High School Diploma	
Program Entry:	
% of Achievement:	
Program Completion:	
Total Credits Earned to Date:	<input type="text"/>
% of Achievement:	
GED	
Program Entry:	
% of Achievement:	
Program Completion:	
Number of Actual Tests Passed to Date: (Not used for EFLs as of 7/1/2002)	<input type="text"/>
% of Achievement:	
Number of Practice Tests Passed to Date: (Not used for EFL's)	<input type="text"/>
OSSID	<input type="text"/>
Educational Performance Level	
Level at Entry:	Low Intermediate Basic Ed.
Level at Completion:	None
End of Enrollment Student Status:	<input type="text"/>
Status Date:	<input type="text"/> - <input type="text"/> - <input type="text"/>
Reason(s) for Separation	
Illness/Incapacity/Pregnancy:	<input type="text"/>
Lack of Dependent Child Care Resources:	<input type="text"/>
Lack of Transportation Resources:	<input type="text"/>
Family Problems:	<input type="text"/>
Time and/or Location of Services Not Feasible:	<input type="text"/>
Lack of Interest/Instruction Not Helpful:	<input type="text"/>
Moved:	<input type="text"/>
Entered Employment:	<input type="text"/>
Work Conflict:	<input type="text"/>
Incarcerated:	<input type="text"/>

OUTCOMES-EXIT

Deceased:	<input type="text"/>
Other Known Reason:	<input type="text"/>
Unknown:	<input type="text"/>
No Service 90 Days:	<input type="text"/>

Entered By	TRINAE11 TRINAE
Outcome Fiscal Agent	Test Schools
Outcome Provider	Test Schools
Outcome Date	06/11/2003

[View Student History](#) | [Update Enrollment](#) | [View Assessment History](#) | [Update Outcome](#)

Definition: Student Did Not Achieve Any Goals Listed Above During Reporting Period Yes/No---This question is used to indicate positively that none of listed areas were achieved during enrollment. If the answer is “yes” it indicates that the student did not achieve any of the goals listed above. If the answer is “no” it indicates that the student did achieve a goal that was listed above. This was added as an indicator that the entry in the student achievement section was complete.

EDIT RULE: The OSSID (Oklahoma Scoring Service ID) Number is assigned by the national GED scoring Service to individuals who take the GED tests. It is a unique ID for the student and will be used to match the GED database housed in the MDCD. Entry is 16 characters (alpha numeric). System will check for presence of OSSID number. If not present, a **warning** error message “OSSID is not present for GED enrollment showing GED tests passed” will be displayed. The record is allowed to be saved without the OSSID number. A **warning** message will occur at each access of the record if the OSSID number is not entered.

EDIT RULE: The Social Security Number (SSN) is required only if the goal listed is “Obtained Employment, Retained Employment, or Improved Current Job”. The SSN is required prior to Exit/Inactivation except where End of Program Year Status is “Separated Before Completion”. A **warning** error message will be

OUTCOMES-EXIT

displayed if one of the three goals related to employment is selected and the SSN is blank when the End of Program Year Status is posted. Entry must be 9 digits. A **warning** message will occur at each access of the record if SSN is not entered.

EDIT RULE: An Adult Learner Plan must be on file if the funding source is Section 108/PAL. A **warning** error message will be displayed if "Yes" is not indicated.

EDIT RULE: When an Outcome reported is Entered Employment, Retained Employment, or Improved Current Job, the date entry field must also be entered. The date entered must be greater than or equal to the Enrollment Date.

NOTE: The data can be greater than the end of the reporting period.

EDIT RULE: If the student is in a High School Diploma program, there must be an entry in the number of credits earned.

EDIT RULE: You may choose to enter number of GED tests taken. This is for informational purposes only and is no longer a required field.

Step 2 - Entering Exit Information

Shown below is the portion of the Outcomes screen where the Exit Information is entered:

Note: Participant Attendance Hours **must** be entered when posting the End of Program Year Student Status. Enrollments having less than 12 attendance hours will not be counted for NRS purposes.

OUTCOMES-EXIT

Student Did Not Achieve Any Goals Listed Above During Reporting Period:

Student Instructional Hours:

High School Diploma/GED

High School Diploma

Program Entry:

% of Achievement:

Program Completion:

Total Credits Earned to Date:

% of Achievement:

GED

Program Entry:

% of Achievement:

Program Completion:

Number of Actual Tests Passed to Date:
(Not used for EFLs as of 7/1/2002)

% of Achievement:

Number of Practice Tests Passed to Date:
(Not used for EFL's)

OSSID

Educational Performance Level

Level at Entry: Low Intermediate Basic Ed.

Level at Completion: None

End of Enrollment Student Status:

Status Date: --

The Exit process is the end of the enrollment. The End of Enrollment Student Status determines the Exit Reason. The Status Date determines the Exit Date for an enrollment.

EDIT RULE: The End of Enrollment Student Status is required for all enrollments at the time of exit/inactivation. You must select one of the following:

- If "Separated Before Completion" is selected, entry of one or more of the reasons for separation is required.

OUTCOMES-EXIT

- If “Student Completed and Plans to Continue” or Student Completed and Does not Plan to Continue is selected, the reasons for separation are not completed.

EDIT RULE: Status Date is required for all enrollments at the time that the End of Enrollment Student Status is entered. This date will determine the Exit/Inactivation date. The Status Date reported has to be prior to or equal to 6/30 of the program year for which the enrollment is recorded.

EDIT RULE: The Reasons for Separation must be entered **ONLY** if the End of Enrollment Student Status is “Separated Before Completion.”

Step 3 - Soft Exit

The system will record a “soft exit” for any enrollment record with a blank End of Enrollment Student Status when the reporting deadline (August 31st) for the previous program year has occurred. “Soft exits” will be processed on September 1st of the calendar year following the program year end date (6/30) for all enrollments that are not exited using the End of Enrollment Student Status.

A “soft exit” exits the student for the past program year so that the student may be enrolled and entered into the MAERS for the fall session. It is very important that students be exited from the system each year so that it does not impact Michigan’s performance negatively.

NOTE: The exception to the “soft exit” would be for those enrollments entered as bridge students. See Policy Section for policy on bridging students into the next program year.

For those students that are “soft exited” by the system on September 1st, the following edit rules occur:

EDIT RULE: For student records that are “Soft Exited”, the system will post an End of Enrollment Student Status of “Student Separated Before Completion- System Exit”

EDIT RULE: For student records that are “Soft Exited”, the system will post a Separation Reason of “No Service for 90 Consecutive Days.”

EDIT RULE: For student records that are “Soft Exited”, the system will post a Status Date of June 30th of the reporting program year.

OUTCOMES-EXIT

EDIT RULE: For Student records that are “Soft Exited”, the system will post a “12” in the Student Instructional Hours field.

EDIT RULE: For student records that are “Soft Exited”, the system will post “System Exit” in the Updated By field.

An “Upcoming Soft Exit Report” is available in the Reports menu. This report should be run sometime around the beginning of August to let you know which students will be soft exited on September 1st. Once the report is run, you will know which students need to have information entered to complete their record.

Step 4 – Deleting Outcomes

Outcomes may be deleted until October 25th. You may delete the outcomes by emptying the Outcome fields (delete the information in the outcome fields.)

Step 5 – Entering Outcomes After October 25th

Outcomes may be entered even after the October 25th date, however they will be reported for NRS purposes and will not count for any performance payment purposes.

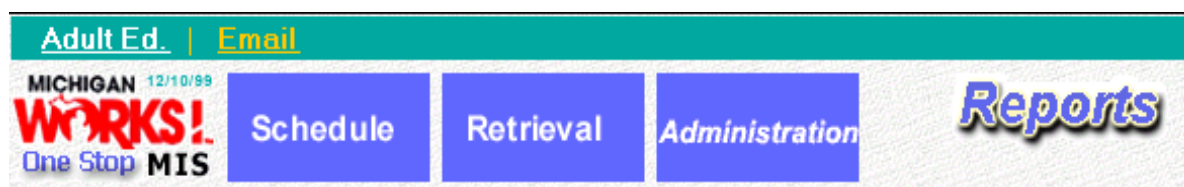
REPORTS

Step 1 – Scheduling a Report

Select the Report option from the aqua bar at the top of the MAERS screen.



The Reports screen will be displayed.



Place the cursor on the blue Schedule box which will break into two red boxes. New Report and Report Status.

Click on New Report and the list of reports available for your log on will be displayed. For example, if you are logged on as Provider Staff, the following reports are available:

List of Available Reports	
ADULT EDUCATION REPORTS (MAERS)	
Name	Description
AEMDR-STAF	Adult Education Missing Data Report-Staff
AESER-STAFF	Adult Education Student Enrollment Report

REPORTS

If you are logged on as a Provider Administrator the following list of reports is available:

List of Available Reports	
ADULT EDUCATION REPORTS (MAERS)	
Name	Description
AECMPLCHAR	Adult Education: Completers Characteristics (Students Who Have Exited)
AEMDR-STAFF	Adult Education Missing Data Report
AEPROGCHAR	Adult Education: Program Characteristics
AESER-STAFF	Adult Education Student Enrollment Report
AESTUDCHAR	Adult Education: Student Characteristics

If you are logged on as a Fiscal Agent Administrator a broader list of reports is available:

List of Available Reports	
ADULT EDUCATION REPORTS (MAERS)	
Name	Description
AECMPLCHAR	Adult Education: Completers Characteristics (Students Who Have Exited)
AEMDR	Adult Education Missing Data Report
AENRS-TABLE1	Adult Education NRS: Participants By EFL, Ethnicity and Sex
AENRS-TABLE2	Adult Education NRS: Participants By Age, Ethnicity and Sex
AENRS-TABLE3	Adult Education NRS: Participants By Program Type and Age
AENRS-TABLE4	Adult Education NRS: Educational Gains and Attendance by Educational Functioning Level
AENRS-TABLE5	Adult Education NRS: Core Follow-up Outcome Achievement
AENRS-TABLE6	Adult Education NRS: Participant Status and Program Enrollment
AEPROGCHAR	Adult Education: Program Characteristics
AESER	Adult Education Student Enrollment Report
AESFTEXT	Adult Education Upcoming Soft Exit Report
AESTUDCHAR	Adult Education: Student Characteristics

The Name column contains the names of the available reports and is also a hyperlink to schedule the report.

For the example we will be using the AESER – Student Enrollment Report for a user logged on as a Provider Administrator. The selection items on the report will vary from report to report and from log on to log on. For example, if you are logged on as a Fiscal Administrator, you will have the option to select a Program Provider. As a Provider Administrator, that option is not available to you.

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Adult Education Student Enrollment Report

Please complete the attached form to submit your report.
Note various fields have special significance based upon the following symbols:
⇒ => Required.

I. Report Selection Criteria

⇒ **Begin Date:** 07 - 29 - 2002

⇒ **End Date:** 07 - 29 - 2002

⇒ **Program of Enrollment:** ALL

⇒ **Funding Source:** ALL

⇒ **Program Enrollment Period:** ALL

Begin Date – this is the earliest date to include enrollments. All students **who were enrolled on or after this date** will be included. The screen displays today's date but you can change it to whatever date you choose.

NOTE: If you want to include Bridge students in the report, you must use 4-1 as the Beginning Date.

End Date – this is the last date to include enrollments. All students **whose enrollment date is on or before this date** will be included in the report. The screen displays today's date but you can change it to whatever date you choose.

Program of Enrollment - The screen displays "All" Programs but you can change it to one program if you wish. You cannot select more than one program. The options are one or all.

Funding Source - The screen displays "All" Funding Sources but you can change it to one funding source if you wish. You cannot select more than one funding source. The options are one or all.

Program Enrollment Period - The screen displays All Program Enrollment Periods. You can select one Program year, if you choose.

NOTE: Program Enrollment Period is the same as Program Year on the Enrollment record.

NOTE: Be VERY careful when selecting Beginning Dates, Ending Dates and Program Enrollment Period. They have to match. For example, if you select a report beginning 7-1-01 and ending 6-30-02 (PY 2001-2002) but

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select a Program Enrollment Period of 2002-2003, you will get no records found.

If you are logged on as a Fiscal Agent Administrator, you will have the additional option to select a Service Provider. Once again, the default is "All" but it can be changed to select one Provider.

The next thing that must be done is scheduling the report.

II. Report Schedule Criteria

☐ Online - This report will be run as soon as possible.
 - The date range for online report can not be more than 7 days.

☒ Custom - This report will be run after office hours.
 - No limitation on number of days for custom the report.

Modify the report description to easily identify your report:

07/29/2002: AESER-STAF - Adult Education Student Enrollment Report

If the date range is seven days, or less, you can schedule to report to be run on-line. It will run within about one half hour. If the date range is more than seven days, the report will run after regular business hours and will be waiting for you to pick up the next morning. (Proceed to Step 3.)

NOTE: It is a good idea to change the Report Description to include something more meaningful, such as program enrollments, funding sources, providers included etc.

Finally, press the Submit button.

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Step 2 – Report confirmation. Once the Submit button has been pressed, the screen will display the Report Confirmation screen.

Scheduled Report Confirmation				
<u>You have scheduled the following Report</u>				
Report#	Description	Schedule	Begin Date	End Date
AESER-STAF	07/29/2002: AESER-STAF - Adult Education Student Enrollment Report	Custom Batch Processing	07/29/2002	07/29/2002

If you find that you need to delete a requested report, go to Step 6.

Step 3 – Retrieving a Report. When you are ready to retrieve a report, place your cursor on the blue box marked Retrieval. The blue box will become two red boxes. New Results and Old Results.

Click on New Results. The following screen will be displayed:

Name	Print / Savable Version	Description	Type	Date Finished	Criteria Begin Date	Criteria End Date	Status
AECMPLCHAR	AECMPLCHAR	07/29/2002: AECMPLCHAR - Completers (Students Who Have Exited) PY 2001-2002	Custom Batch Processing	07/29/2002 09:29:48 PM	04/01/2001	06/30/2002	Report Completed
AESTUDCHAR	AESTUDCHAR	07/29/2002: AESTUDCHAR - Student Characteristics PY 2001-2002	Custom Batch Processing	07/29/2002 09:29:46 PM	04/01/2001	06/30/2002	Report Completed
AEPROGCHAR	AEPROGCHAR	07/29/2002: AEPROGCHAR - program Charac PY 2001-2002	Custom Batch Processing	07/29/2002 09:29:45 PM	04/01/2001	06/30/2002	Report Completed
AESER_STAFF	AESER_STAFF	07/29/2002: AESER-STAF - SER PY 2001-2002	Custom Batch Processing	07/29/2002 09:29:44 PM	04/01/2001	06/30/2002	Report Completed

You can view the report by clicking on either of the first two columns. The first column will display the report with the blue box header information. The second will allow you to print, or save the report without the blue boxes. If not viewed, the report is kept in the New Results table for seven days. After that it is deleted.

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To close a report, click on the “X” in the upper right corner of your screen.

Once you have viewed the report, it is moved from the New Results table to the Old Results table. The report is kept in the Old Results table for 20 days. After that it is deleted. The Old Results table is displayed as follows:

Previously Downloaded Reports

Click on the **Name** column to *download the results of that report.*

Name	Print / Savable Version	Description	Type	Date Finished	Criteria Begin Date	Criteria End Date	Status
AECMPLCHAR	AECMPLCHAR	07/29/2002: AECMPLCHAR -Completers (Students Who Have Exited)PY 2001-2002	Custom Batch Processing	07/29/2002 09:29:48 PM	04/01/2001	06/30/2002	Report Completed
AESTUDCHAR	AESTUDCHAR	07/29/2002: AESTUDCHAR - Student Characteristics PY 2001-2002	Custom Batch Processing	07/29/2002 09:29:46 PM	04/01/2001	06/30/2002	Report Completed

If you want to view a report on the Previously Downloaded Report list, click on either the Name or the Print/Savable Version hyperlink.

Step 4 –Printing a report. Click on the Print/Savable version of the report and then click on File on the main toolbar.



When the options are displayed, click on Print and proceed.

Step 5 – Saving a Report. If you want to save a report longer than 7 days, you must save it to your hard drive. Click on File on the main toolbar. When the options are displayed, click on Save As. You can specify what location on your hard drive you want to store the file in. You will also be prompted to give the file a name. Click “Save” and the report is now in the location where you saved it.

Step 6 – Deleting a Scheduled Report. Click on the blue New Report box. When it becomes two red boxes, click on Report Status. When the Status of Scheduled Reports list is displayed, click on the Cancel report button on the right side of the table. Then click the Stop Running Indicated Reports button.

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Status of Scheduled Reports

Check the **Cancel?** boxes for selecting the reports you no longer wish to run, and then click on any button at the bottom to submit your request.

Name	Description	Type	Latest Status	Cancel?
AEMDR	08/01/2002: AEMDR - Adult Education Missing Data Report	Custom Batch Processing	Report is New and is waiting to be run	<input type="checkbox"/>

Report Descriptions. The following pages contain information about the reports that are currently available. More reports are in development and you should review the reports menu periodically to see if new reports are available. Additionally, a notice is usually posted on the MAERS Front Page when reports are issued.

Student Enrollment Report – This report provides a summary, for each student in the selected group, of relevant information on the enrollment. It includes information on the Program, Funding Source, Enrollment and Exit Dates, Goals and Goal Achievements, EFLs at Entry and Exit, Status, and End of Enrollment Status. A display of the Student Instructional Hours has recently been added to this report.

Users can specify a date range (selects on Enrollment Date), Program of Enrollment, Funding Source, Program Enrollment Period (Program Year), and Provider (for F/A Admin staff class codes only).

Access – This report is accessible to Fiscal Agent Admin (AE Admin F/A) and Provider Admin (AE Admin) staff class codes. See EXAMPLE A.

Missing Data Report – This report provides a listing of enrollments that are missing one or more data items that are important for federal reporting purposes. All of the items listed are not necessarily required items (i.e. resulting in an error when the student is exited), but they are all important for reporting and follow-up. Please note that only enrollments having at least one missing data element will be included in this report. The report contains identifying information for the student (Customer ID, Last Name, First Name and Middle Initial) and the enrollment (Program, Funding Source, Enrollment Date, Status, and Staff Name) followed by a listing of messages about the missing data elements.

Users can specify a date range (selects on Enrollment Date), Program of Enrollment, Funding Source, Student Population (All or Exited Students Only),

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Program Enrollment Period (Program Year), and Provider (for F/A Admin staff class codes only).

Access – This report is accessible to Fiscal Agent Admin (AE Admin F/A) and Provider Admin (AE Admin) staff class codes. See EXAMPLE B.

Upcoming Soft Exit Report – This report provides a list of student enrollments, for the school year ending June 30th, that have not been exited (i.e. that do not have an End of Enrollment Student Status posted). It serves as a reminder on which students have not been exited for the program year (i.e. need End of Enrollment Status information). It only has value near the end of the reporting year, so will only be available for a period near the end of the reporting year (approx. end of May) through the reporting deadline of August 31st.

The report shows, for each student that does not have an End of Enrollment Status for the appropriate reporting period, the Customer ID, student Name, Program, Enrollment Date, Funding Source, and Provider Name. Records for this report are selected by the Program Enrollment Period, and may be run by Funding Source and Program of Enrollment.

If the End of Enrollment Student Status is not posted for enrollments for the previous school year by the August 31st reporting deadline, the enrollment will automatically be exited on September 1st with a status of “Separated Before Completion-System Exit.” Student Instructional Hours will be default-filled with 12 hours, if not already completed.

Access – This report is currently only accessible by staff with a Fiscal-Agency Admin staff class code. Capability to run the report at the Provider level will probably be added for the current Program Year. See EXAMPLE C.

Student Characteristics Report – This report provides summary information on the number of enrollments, active status, and the End of Enrollment Status by sex, age, ethnicity, supplemental characteristics (disabled, low income, single parent, etc.), program of enrollment, funding source, or program type (Workforce Readiness, Correctional, etc.). It can be run for a variable date range (selected based on Enrollment Date) within a specific Program Year or including all Program Years. It can also be run for a specific Funding Source or Provider (F/A Admin class codes only).

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Access – This report is available to users with Fiscal Agent Admin (AE Admin F/A) and Provider Admin (AE Admin) staff class codes. Depending on the staff class code of the person running it, the report may be run at the Fiscal Agent or Provider level. See EXAMPLE D.

Program Characteristics Report – This report provides summary information on the number of enrollments, by program of enrollment, sex, age, ethnicity, supplemental characteristics, and funding source. It can be run for a variable date range (selected by Enrollment Date) within a specific Program Year or including all Program Years. It can also be run by Funding Source and Provider (F/A Admin staff classes only).

Access - This report is available to users with Fiscal Agent Admin (AE Admin F/A) and Provider Admin (AE Admin) staff class codes. Depending on the staff class code of the person running it, the report may be run at the Fiscal Agent or Provider level. See EXAMPLE E.

Completers' Characteristics Report – This report provides summary information on exited enrollments. It shows counts for the number of exits, End of Enrollment Status, educational gain attainment, and goal attainment by sex, age, ethnicity, program of enrollment, and funding source. It can be run for a variable date range (selected on Exit Date) within a specific Program Year or including all Program Years. It can also be run by Funding Source and Provider (F/A Admin staff classes only).

Access - This report is available to users with Fiscal Agent Admin (AE Admin F/A) and Provider Admin (AE Admin) staff class codes. Depending on the staff class code of the person running it, the report may be run at the Fiscal Agent or Provider level. See EXAMPLE F.

NRS Table 1 – This report provides a summary of student information by Educational Functioning Level, Ethnicity, and Sex. It is a report of individuals, rather than enrollments (transactions). To be counted, an enrollment must have Student Instructional Hours greater than or equal to 12. The report shows the data for the entire program year. It is not possible to run the report for shorter time periods or for individual Providers. The report is currently available for Program Year 2000-2001. No data is included in the current report for student enrollments that were input as “bridged” to the 2001-2002 program year. Reports will be available for additional program years as the NRS Reports are run for those years.

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Access - Users with Fiscal Agency Admin-level staff class codes have access to the report at the statewide level and for their own Fiscal Agency. See EXAMPLE G.

NRS Table 2 – This report provides a summary of student information by Age, Ethnicity, and Sex. It is a report of individuals, rather than enrollments (transactions). To be counted, an enrollment must have Student Instructional Hours greater than or equal to 12. The report shows the data for the entire program year. It is not possible to run the report for shorter time periods or for individual Providers. The report is currently available for Program Year 2000-2001. No data is included in the current report for student enrollments that were input as “bridged” to the 2001-2002 program year. Reports will be available for additional program years as the NRS Reports are run for those years.

Access - Users with Fiscal Agency Admin-level staff class codes have access to the report at the statewide level and for their own Fiscal Agency. See EXAMPLE H.

NRS Table 3 – This report provides a summary of the age distribution of students by the three program types of Adult Basic Education, Adult Secondary Education, and English as a Second Language. The inclusion of an enrollment in one of these categories is based on the EFL at Entry rather than the Program of Enrollment. It is a report of individuals, rather than enrollments (transactions). To be counted, an enrollment must have Student Instructional Hours greater than or equal to 12. The report shows the data for the entire program year. It is not possible to run the report for shorter time periods or for individual Providers. The report is currently available for Program Year 2000-2001. No data is included in the current report for student enrollments that were input as “bridged” to the 2001-2002 program year. Reports will be available for additional program years as the NRS Reports are run for those years. See EXAMPLE I.

Access - Users with Fiscal Agency Admin-level staff class codes have access to the report at the statewide level and for their own Fiscal Agency.

NRS Table 4 – This report provides a summary of student performance information by Beginning Educational Functioning Level (not by Program of Enrollment). It shows information on educational gain and student instructional hours. It is a report of individuals, rather than enrollments (transactions). To be counted, an enrollment must have Student Instructional Hours greater than or equal to 12. The report shows the data for the entire program year. It is not possible to run the report for shorter time periods or for individual Providers. The report is currently available for Program Year 2000-2001. No data is included in the current report for student enrollments that were input as “bridged” to the

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2001-2002 program year. Reports will be available for additional program years as the NRS Reports are run for those years.

Access - Users with Fiscal Agency Admin-level staff class codes have access to the report at the statewide level and for their own Fiscal Agency. See EXAMPLE J

NRS Table 5 – This report provides a summary of student achievement in the Core Outcome Measures identified in the NRS reporting guidelines. The core outcome measures are Entered Employment, Retained Employment, Obtained a GED or Secondary School Diploma, and Entered Post-secondary Education or Training. To be counted, an enrollment must have Student Instructional Hours greater than or equal to 12. The report shows the data for the entire program year. It is not possible to run the report for shorter time periods or for individual Providers. The report is currently available for Program Year 2000-2001. No data is included in the current report for student enrollments that were input as “bridged” to the 2001-2002 program year. Reports will be available for additional program years as the NRS Reports are run for those years.

Access - Users with Fiscal Agency Admin-level staff class codes have access to the report at the statewide level and for their own Fiscal Agency. See EXAMPLE K

NRS Table 6 – This report provides summary counts of students having various characteristics (e.g. disabled, employed, living in rural areas, and low income) or participating in particular types of programs (e.g. Family Literacy, Workplace Literacy, and Corrections). To be counted, an enrollment must have Student Instructional Hours greater than or equal to 12. The report shows the data for the entire program year. It is not possible to run the report for shorter time periods or for individual Providers. The report is currently available for Program Year 2000-2001. No data is included in the current report for student enrollments that were input as “bridged” to the 2001-2002 program year. Reports will be available for additional program years as the NRS Reports are run for those years.

Access - Users with Fiscal Agency Admin-level staff class codes have access to the report at the statewide level and for their own Fiscal Agency. See EXAMPLE L.

NOTE: The PY on the NRS is displayed as the beginning year of the PT. For example, PY 2000-2001 is displayed as 2000.

The screenshot shows a web form titled "I. Report Selection Criteria". It contains two rows of input fields. The first row is labeled "Fiscal Agent:" with a red arrow icon to its left, and the dropdown menu is set to "STATEWIDE". The second row is labeled "Program Year (4 digits please):" with a red arrow icon to its left, and the text box contains "2000".

I. Report Selection Criteria	
➡ Fiscal Agent:	STATEWIDE
➡ Program Year (4 digits please):	2000